



**T.C. MİLLÎ EĞİTİM
BAKANLIĞI**

PRIMARY EDUCATION

ENGLISH LANGUAGE

THE ENGLISH LANGUAGE CURRICULUM

(YEARS 2-3-4-5-6-7-8)

THE CENTURY OF TÜRKİYE
EDUCATION MODEL

2025

CONTENTS

1. THE ENGLISH LANGUAGE CURRICULUM	4
1.1. THE BASIC APPROACH AND SPECIFIC AIMS OF THE ENGLISH LANGUAGE CURRICULUM	4
1.2. PRINCIPLES FOR THE IMPLEMENTATION OF THE ENGLISH LANGUAGE CURRICULUM	14
1.3. THE ENGLISH LANGUAGE CURRICULUM: THEMES, LEARNING OUTCOMES, AND TIMETABLES	30
1.4. ENGLISH COURSEBOOKS FOR PRIMARY EDUCATION/SCHOOLS- FORM NUMBERS AND BOOK SIZES	37
1.5. ENGLISH COURSEBOOKS FOR LOWER SECONDARY EDUCATION/SCHOOLS- FORM NUMBERS AND BOOK SIZES	37
1.6. STRUCTURE OF THE ENGLISH LANGUAGE CURRICULUM	38
2. THE THEMES IN THE ENGLISH LANGUAGE CURRICULUM	40
YEAR 2	40
YEAR 3	162
YEAR 4	284
YEAR 5	409
YEAR 6	561
YEAR 7	721
YEAR 8	917

1. ENGLISH LANGUAGE CURRICULUM

1.1. THE BASIC APPROACH AND SPECIFIC AIMS OF THE ENGLISH LANGUAGE CURRICULUM

The Ultimate Goal of The English Language Curriculum

The fundamental goal and target of the English Language Curriculum of the Century of Türkiye Education Model is to enable and empower learners to acquire competence in the use of English language so that they can communicate effectively, competently, confidently, authentically, and naturally in all Communities of Practice (CoPs) and contexts that require the use of English, by supporting them according to their needs, ages, levels, interests, styles and aptitudes.

In this perspective, the aims and objectives of the English Language Curriculum are to support learners in acquiring and using all the knowledge and skills effectively and successfully so as to express themselves and understand others accurately and appropriately in all social and cultural contexts that require the use of English. In this way, it aims to support learners in successful use of English as a tool, medium, and means to make positive and progressive contributions to life in their own society, to life in the world, and to life in the future.

The Position of English for Türkiye

Spoken by billions of people around the world and used in science, education, the arts, the environment, health, tourism, business, etc., English covers a large geography as a mother tongue, second-administrative/ official language and foreign language. Therefore, it is considered to be the most common language in the world in terms of the number of individuals who speak it, the third most common language in terms of the number of its native speakers, and the most widespread language being used in a geography covering almost 90 countries and regions. This situation facilitates ease of communication at international level.

The global status and role of English are undergoing a significant change. Once regarded and viewed as a culturally dominant language, English now serves as an international medium that can help countries to convey their unique circumstances, cultures, and lived experiences from their own socio-cultural perspectives. In the English Language Curriculum, the term “foreign language” is preferred for the English language. This term is based on the three concentric “Language Circles/Circle Model” which summarises the use of English around the world. According to this model, the “Inner Circle”, includes countries such as the United Kingdom and the United States of America, where English is used as a “mother tongue/first language/ native language”. They are known as the countries that set the standard criteria for the English language, and as countries where people learn and use it as a “second language”. These countries are home to various people and communities whose first language is not English. The “Outer Circle” are former British colonies where English is used as a “second/official/administrative language”. The “Expanding Circle” countries where English is learnt and used as a “foreign language” and it is not the native language of the learners and users in these countries. According to this classification, Türkiye is in the “Expanding Circle” and is a country where English is taught as a “foreign language”.

The Attributes that Constitute the Character of the English Language Curriculum

There are several attributes which give the English Language Curriculum its unique character as described below.

The Focus on the Aspects and Factors of Language Learning

The learners’ learning types, resulting from their cognitive, emotional, physical, social and learning culture aspects, and also factors of learning such as “age, aptitude, learning styles, motivation level, and personality”, were taken into account in each dimension of the English Language Curriculum such as “field skills”, “learning outcomes”, “learning- teaching experiences and practices”, and differentiated learning practices”. In the English Language Curriculum for 2-8, the “four core and three supportive foreign language skills”, “learning outcomes”, and “learning-teaching experiences and practices” were designed and developed according to a “holistic and recognition-based” approach for years 2-4, a “semi holistic-semi inductive (discovery)” approach for years 5-6, and an “inductive (discovery) approach for years 7-8.

Alignment of the English Language Curriculum with the Common European Framework of Reference for Languages (CEFR)

The English Language Curriculum was aligned with the Common European Framework of Reference for Languages (CEFR) by comparing and matching the curriculum's content and learning outcomes with the CEFR descriptors. The alignment process took into account the target main and sub-themes, vocabulary, language structures, and social language content, in line with course hours, the socio-cultural context, and the aim of preparing for the future of foreign language education in Türkiye.

CEFR level A1 has been adapted as A1.1, A1.2, A1.3 in Years 2, 3 and 4 for Primary Education. CEFR level A2 has been adapted as A2.1, A2.2, A2.3, A2.4 in Years 5, 6, 7, and 8 for Lower Secondary Education. CEFR Level B1 has been adapted as B1.1, B1.2, B1.3, B1.4 in Years 9, 10, 11, and 12 for Upper Secondary Education. The English Language Curriculum for the Multilingual Foreign Language Education Model includes CEFR Levels A2+B1 in Year 5. CEFR Level B2 has been adapted as B2.1, B2.2, B2.3 levels in Years 6, 7 and 8 for Lower Secondary Education. The Upper Secondary School Preparatory Programme has been adapted to A2+ B1 levels. CEFR Level B2 has been adapted as B2.1, B2.2, B2.3, B2.4 levels in Years 9, 10, 11, and 12 for Upper Secondary Education after Preparatory Programme.

Four Field Skills and Three Supportive Skills in the English Language Curriculum

The English Language Curriculum is based on four field language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression) and additionally three supportive language skills (grammaring: selection-use, vocabulary: selection-use, and pronunciation: selection-use). Most of the time, "grammar knowledge, vocabulary knowledge, and knowledge of phonological aspects (pronunciation)" have been accepted as content knowledge in the language skills literature because they are based on the "recognition" stage of the receptive language skills. However, the "selection and use stages" of these skills should be clearly defined, and it should also be emphasised that they relate to the production stage of language. Otherwise, this gap in the literature may lead to confusion and misunderstandings. Once target grammatical items, target vocabulary and phonological aspects have been receptively recognised and identified in context as part of linguistic competence, they need to be selected and used accurately, appropriately, and efficiently in the interaction or communication phases involved in acquiring productive skills. This always happens in the natural flow of language practice however has not been precisely and openly named and defined in the foreign language literature. In the English Language Curriculum, the position, place, and application of these skills are clearly named, defined, and described to be consciously used in practise. The English Language Curriculum emphasises their importance without changing the status and importance of four field language skills recognising that all those field skills and these supportive skills have an interdependent, reciprocal, and effective relationship for language acquisition, learning, and development.

Terminology for Language Skills

When referring to language skills, the listening skill is described and used as "listening/watching-comprehension (meaning making) skill" rather than simply "listening"; while the reading skill is described as "reading-comprehension (meaning making) skill" rather than simply "reading" as receptive skills. Similarly, the writing skill is described as "writing-expression skill" instead of just "writing" and speaking skill is described as "speaking-expression skill" instead of just "speaking" as productive skills. The selection and use of grammar, vocabulary and pronunciation as supportive skills are described as "grammaring: selection-use skill, vocabulary: selection-use skill, and pronunciation: selection-use skill" in the English Language Curriculum.



Infographic: Field Skills and Supportive Skills

Reducing the Number of Themes

The English Language Curriculum has been simplified by considering the number of the weekly lessons by reducing the number of themes (units) It is organised in such a way so as to confirm that the themes are covered in greater depth and that all the skills activities are implemented effectively by allocating sufficient time. In addition, “consolidation, differentiation, and reflection” activities are integrated into this thematic structure. Since the number of themes has been reduced, the content of each theme might appear dense, however, this is due to the revisional and consolidating nature of the whole programme. Even though there are fewer themes and they may seem dense, they actually include less content compared to previous programmes.

Simultaneous and Common Revision Programme

In the English Language Curriculum, a four or three-week revision programme at the beginning of each academic year has been planned and designed for all years and levels. This revision programme has been prepared by merging eight themes in each year into two themes to be taught at the beginning of the year. Lesson materials are to be designed for this situation for the revision of the previous level before each new level in the programme. Thus it is aimed to regulate all levels of English by providing that they are revised simultaneously and with the same content in each level in every part of our country. There is also an orientation programme for one or two weeks at the beginning of the school year to be applied in all schools nationwide.

The Unique Thematic Model

The thematic sequence of the English Language Curriculum is based on eight main themes covering eight major concepts of life in all years and at all levels. Then, each main theme is divided into sub-themes which cover the main concepts in more detail and in smaller units. The sub-themes of the main themes are organised in a structure that complements each other but gradually deepens and becomes more comprehensive as years and levels progress. However, sub-topics change across all years and levels and are not the same in any year or level. In this way, the aim is to cover all life-related subjects and concepts throughout learners’ language education and to equip them with the ability to understand, express and communicate their knowledge, thoughts, and feelings in English.

Vocabulary Sequence and Distribution

In the English Language Curriculum, the lexical items belonging to each sub-theme are carefully clustered and arranged according to the specific sub-theme content and the sequence of the programmes from A1 to B2. A vocabulary target has been set for each programme and these targets have been carefully arranged to be implemented both in terms of international standards and in terms of the originality and uniqueness of

the English Language Curriculum prepared for the Turkish context. For the selection and distribution of the vocabulary, the frequency lists and categories from English corpora in dictionaries, as well as the content produced by leading publishers and international exams, have been reviewed, analysed, and studied. Vocabulary clusters have been listed according to each sub-theme in the programme. These clusters have been examined multiple times discreetly, and word lists have been created for the entire English Language Curriculum.

Background Grammar

The English Language Curriculum adopts a contextual and continuous approach to grammar learning that previously learnt structures are reused in the context of new themes. A revision programme, implemented at the beginning of each academic year, is designed to reuse all grammatical knowledge from earlier years by recalling and consolidating them in context. In addition to this, it provides opportunities for students to encounter and reuse earlier content, supporting the acquisition of new target structures. Rather than reteaching these prior elements explicitly, they are embedded naturally within the context of some theme, functioning as supportive features alongside new grammatical targets as context and meaning makers. New or previously learned, grammar is not taught through isolated or direct instruction, instead, students are encouraged to understand and internalise grammar through meaningful use and contextual exposure by exploring and discovering its functions, meaning, and use.

Integration of Idiomatic Everyday Social Language Expressions

The aim of including “idiomatic social language expressions” used in real-life situations in the English Language Curriculum is to build a connection, appropriate to the students’ age, between the language learned in the classroom and the language used in real life. The goal of using everyday idiomatic social language expressions in every theme and year of the English Language Curriculum is to add “currency (up-to-dateness), relevance, fluency, authenticity (realness), and meaningfulness” to the language. In this way, it is intended to develop students’ ability to use the language in different social contexts, to understand and learn about different socio-cultural uses of language, to communicate with speakers of the language through these different socio-cultural uses, to develop respect for diverse socio-cultural uses, to activate emotional and social intelligence during language use, and to use the foreign language in its natural form. The aim is for students to enrich, internalise, and use the foreign language they are learning more naturally.

Differentiated Learning

Differentiated Learning is one of fundamental components of the English Language Curriculum of the Century of Türkiye Education Model. In the English Language Curriculum, differentiation activities which are held as expanding and supporting activities have been designed by taking the main activities in “learning-teaching experiences” section as central. They are designed by considering the diverse needs of learners to provide a fair and equal learning opportunities to all learners in harmony with their pace and capacity. The design and modification of differentiated activities has been organised in terms of their content and process. Expectations for the end products have been varied since learners’ performance could be different. The environment of learning has also been considered to provide a physically and socially convenient and comfortable milieu for learners. Activities have been carefully graded to achieve the provision of effective and appropriate techniques for a variety of learners with diverse needs.

Integration of Technology into the English Language Curriculum

Technological Pedagogical Content Knowledge (TPACK) is known as a framework to integrate technology into educational programmes in an effective way for teachers to be aware of three major knowledge types: technological, pedagogical, and content knowledge. A significant part of the technological stance of the English Language Curriculum has been designed around the three pillars of this framework: helping teachers recognise what they already know about the language (grammar, vocabulary, phonological aspects, etc.); recognising how much they know about how to facilitate learners’ learning (lesson planning, techniques, etc.) and how they can use educational technologies and tools (AI based tools, Internet platforms, etc.); to

expand learners' engagement, and deepen their understanding. The conscious use of technology to improve learning-teaching experiences and practices are supported in this way through several apps for designing materials such as digital stories, summaries, picture strip stories, documentaries, songs, poems and so on throughout the themes.

"Blended Learning" has been taken as the second conceptual and theoretical framework for the use of technology in the English Language Curriculum since it combines up-to-date online and face-to-face teaching methods with technological tools, media, and techniques. In terms of the amount of technology and the types of techniques, ways, and means of the technology integration into the learning-teaching process in all years. In the English Language Curriculum, the use of technology refers to the integration of technology into the materials, teaching and learning process of lessons inside and outside the classroom for facilitating, enriching, and expanding learning, using English and communicating in English. Theoretically, it is derived from "Active Learning" which aims to use the technology to help learners think and learn more deeply by facilitating their learning process in an enjoyable way, in appropriate contexts through technological means by using real, natural, and authentic language.

Incorporating the Cultural and Moral Foundations of the Century of Türkiye Education Model into the English Language Curriculum

In line with the Century of Türkiye Education Model, the English Language Curriculum gives importance to enabling students to develop sensitivity towards national and spiritual values and to recognise their own cultural identities. These aspects have been given particular attention in the curriculum. In designing the sub-themes and the contexts within these themes, care has been taken to ensure that the content aligns with students' cultural identities and these core values. To this end, the programme incorporates activities related to sports, arts, literature along with moral values and traditions, national and religious days, celebrations, and events.

This approach aims to both strengthen students' connection with their own national, cultural, and global worlds and enable them to express their national and cultural elements while learning English. In this way, the English Language Curriculum demonstrates consistency with the national, cultural, and pedagogical framework of the Century of Türkiye Education Curriculum model. In this line, some examples to the national, religious, traditional and cultural celebrations and days are presented below.

National Celebrations and Important Days
18 March Çanakkale Victory and Martyrs' Day
23 April National Sovereignty and Children's Day
19 May The Commemoration of Atatürk, Youth and Sports Day
15 July Democracy and National Unity Day
30 August Victory Day
29 October Republic Day

10 November Atatürk Memorial Day
24 November Teachers' Day
Religious Celebrations
Eid al-Fitr (Eid-al-Ramadan)
Festival of Sacrifice (Eid-al-Adha)
Traditional and National Sports Events in Türkiye
Archery
Oil Wrestling
Mounted Javelin Game
Handkerchief Grab Sack Race Tug of War
Cultural Days and Weeks
26 September Turkish Language Day
20 November Children's Rights Day
Last week of March Library Week
Customs and Traditions
Visiting Elders on Religious Holidays
Ramadan Iftar Meals
Hospitality

Infographic: National, Religious, Traditional and Cultural Celebrations and Days

Philosophical, Theoretical, and Methodological Stance of the English Language Curriculum

Philosophical Approach to Learning and Teaching

In the English Language Curriculum, the philosophical background does not refer to a background that defines foreign language education as the transfer of structures to the student, but to a background that aims at the individual, cultural and social perception, formation and development of the learner. In the English Language Curriculum, as in any field of education, the teaching of English as a foreign language is based on a number of philosophical approaches. This foundation includes the basic principles that reveal the goals, nature, organisation, and teaching processes of foreign language education. The theoretical approaches of applied linguistics, which establish the theoretical framework of teaching English as a foreign language, are also positioned on this philosophical background. In addition, the design, implementation, and evaluation of the curriculum are also shaped on this background.

The components of the philosophical foundation of the English Language Curriculum can be considered as “the aims and objectives of learning English”, “the process of learning English”.

a) The Aims and Objectives of Learning English

Individual formation and development goals that describe English language learning as a phenomenon contributes to cognitive, emotional and spiritual development and supports individual development not only for communication but also as a means of thinking and perceiving.

Cultural goals and objectives that describe the phenomenon of English language learning as contributing to learners’ awareness of and respect for their own culture, awareness of the existence of other cultures in the world, and understanding and respect for people from their and other cultures.

Social aims which recognise that learning English is about first expressing oneself effectively and accurately, then understanding other people accurately and communicating effectively with them in contexts such as school, family, neighbourhood, country, the world and so on.

b) The Process of Learning English

In the English Language Curriculum, the process of learning English refers to individual formation, growth, and development. The process dimension is reflected in the English Language Curriculum through various “Applied Linguistics” approaches. This theoretical background has been synthesised in the teaching of English as a foreign language in all English classes and themes of the programme, and this synthesised theoretical background has formed the background and framework for defining the content and implementation of the English Language Curriculum.

Action-Oriented Approach to Foreign Language Learning-Teaching Process in the English Language Curriculum

One of the major principles of the Action-Oriented Approach (AOA) is described as enabling learners to perform for succeeding in communication in real-life socio-cultural contexts as stated in the 2020 version of the CEFR Handbook. Learners’ involvement in the learning process and their awareness on the social nature and use of language learning is of great importance in AOA. Learners are expected to be aware of their own individual learning and also of the relationship between the consequences of their personal learning and the social life. These principles are in harmony with the academic stance of the English Language Curriculum which is based on these autonomous, purposeful, communicative, and collaborative learning in socio-cultural contexts in and out of the school. These characteristics of the English Language Curriculum direct the attention from the language itself to “how to learn and how to use it” perspective in the AOA as stated in the CEFR. Linguistic elements are the means of English language learning to be able to use them autonomously and collaboratively with peers and other people in social and cultural contexts. In the English Language Curriculum, the aim for learners is to interact and communicate successfully, but then to transfer their knowledge and skills as successful communicators contributing to their own development, to their own society in which they live in and also to the whole world through English as their foreign language, wherever the use of English language is needed.

To bring these ideas to life, each sub-theme of the main theme in the English Language Curriculum is used to build up a micro socio-cultural context with all possible real-life situations through relevant materials and bring them into the classroom. Learners first learn what these concepts in the sub-themes are about with

the help of linguistics elements such as words, phrases, sentences, use of grammatical items and so on. Then they understand and learn how these linguistic elements function in creating semantic meanings in English. They learn how to use them in communicating with other people to express their own understandings through their knowledge, thoughts, ideas, and feelings, and then to understand the perspective of other people in English. Ultimately, the aim of the English Language Curriculum for learners is to transform their communicative competence, capacity, and ability to be good communicators and contributors in their community, in different (multilingual) societies, and in the world to make it a better place.

In the English Language Curriculum, this transformation is processed through several communicative activities, tasks, projects, assignments, and performances throughout the themes. Learners work on many activities and tasks to learn how to interact and communicate, then they transfer this knowledge and skills to where they work both individually and collaboratively on real-life topics and socio-cultural contexts of each theme of the English Language Curriculum to access issues, challenges, problems and their remedies about the facts and situations in their immediate or distant environment.

Post-Method Approach

The English Language Curriculum does not rely on and adhere to a single language teaching method but synthesises various English language teaching approaches, methods defined and described by different approaches and theories, combining them by selecting and using appropriate techniques from them in a meaningful way. This combination has been designed in line with the basic objectives in all years of the English Language Curriculum. The aim of this combination is to facilitate learners' learning processes so that they can develop their basic language skills, gain communicative competence and use English effectively, naturally, and competently in real and natural life contexts. This synthesis has been adopted in the English Language Curriculum and explains the methodological stance of it.

This stance in the English Language Curriculum, is not based on a specific and single teaching method; it defines and describes the selection of the appropriate and suitable techniques and activities for the appropriate and suitable learner, place, time, context, situation and purpose, with an emphasis on factors affecting language acquisition and learning, such as learners' age, learning styles, motivation levels, aptitudes, and personality traits, as described in the Post-Method Era Approach to teaching languages.

In the "Post-Method Era" perspective of the programme, various up-to-date and traditional methods such as "the Action-Oriented Method of CEFR", "the Communicative Method", "Blended Learning", "Flipped Classroom", "Situating Learning", "Digital-Artificial Intelligence Supported Learning", "Contextual and Authentic Learning", "Social Learning", "Collaborative Learning", "Learning Through Drama", "Task-Based Language Learning Design", "Total Physical Response", "Community-Language Learning", "Multiple Intelligence Theory", and "Suggestopedia", are considered as part of the approach. "Field skills", "learning outcomes" and "learning-teaching experiences" sections in the English Language Curriculum have been organised in accordance with this methodological background. The practical implementation of the English Language Curriculum is planned according to this theoretical and academic stance by taking learners' ages; cognitive, emotional, physical, social, cultural aspects; learning styles; and interests into account.

Socio-Cultural Approach and the Communicative Approach

In the design and formation of the English Language Curriculum, one of the basic foundations is the "Socio-Cultural Approach" which posits that language acquires meaning within social and cultural contexts, and that language learning enables individuals to interact with different cultures while maintaining their own cultural identity. This approach is based on the interaction between language and culture and fosters intercultural understanding. This approach has been proposed and developed by many applied linguists and has been adopted as one of the central conceptual and theoretical foundations of foreign language education.

English can make important contributions to both individuals and societies in terms of their personal development, access to information, various personal, educational, professional and business opportunities, their ability to understand and convey cultural differences, and participation in universal communication. Today, it is widely used as a global means of communication among individuals and societies in a number of fields such as education, science, the arts, technology, business, media, and diplomacy.

Through different forms and varieties of English, it can enable speaking communities by articulating speaking communities to express their own identities and can allow different individual and local voices to be heard in

global communication contexts rather than dominating with its culture and nativeness through its changing role in the world. In creating themes and course contents of the English Language Curriculum, the "Socio-Cultural Approach" has been adopted as part of the conceptual and theoretical framework, emphasising that English can serve as a common means for people to express their social and cultural voices.

Approaches to Learning and Teaching in the English Language Curriculum

The English Language Curriculum is based on the General Aims of Turkish National Education and the Basic Principles of Turkish National Education as expressed in Article 2 of the National Education Basic Law No. 1739. In this curriculum, students are seen as "active participants", "active observers", "responsible learners", "discoverers", "context members", "communicators", "explorers", "problem solvers", "members of learning communities", "receivers and providers of feedback", "reflectors of thoughts and emotions", "innovative practitioners and producers", "competent language users", "co-facilitators" and "social agents". Within this scope, the objectives concerning students are as follows:

- 1) They are expected to:
 - a) *recognise, perceive, identify, understand, and interpret oral/verbal (auditory) and written (visual) content, which contains the language with target language structures, vocabulary and social language correctly and efficiently.*
 - b) *apply this knowledge and related skills to their own lives and use it effectively in oral/verbal or written communication in English.*
 - c) *use this knowledge and related skills to understand social and cultural differences to communicate with other people effectively in English.*
- 2) They are expected to find remedies for the problems and issues in the content by recognising, perceiving, and making sense of the functions of the language with the target language structures, words and social language that they are learning, and to express these remedies.
- 3) In case of a language communication problem with others, they are expected to share the solution with a content that includes the language with the target language structures, words and social language functioning well and can contribute to healthy communication.
- 4) They are expected to understand and respect the content including rules, principles, situations, thoughts, feelings, and values of other cultures.
- 5) In situations that require provision of information and/or discussion of content, they are expected to be able to convey this information in a language that includes target language structures, words and social language in a form that they function accurately, and others perceive and understand it.
- 6) When discussing ideas and opinions, they are expected to justify their ideas and opinions in a consistent and valid way in communication with others by using understandable, accurate and appropriate English.
- 7) They are expected to use the content in English automatically, authentically, naturally and appropriately in the necessary and appropriate contexts at school and in their personal and social lives outside school.
- 8) They are expected to have a holistic perspective in understanding different information, emotions, thoughts and justifications with the help of language skills, the accumulation of knowledge, thoughts, and opinions they have gained as a result of understanding, perceiving, analysing, synthesising and evaluating the content, and to reflect this perspective in communicative exchanges and discussions they have with others in English.
- 9) They are expected to acquire social-emotional skills, literacy skills, higher-order thinking skills and values by integrating them with English language learning skills.
- 10) They are expected to use all the language skills and other skills integrated with English language skills that they have acquired to improve and develop their own and others' living conditions; to use them for the benefit and development of their country; to use them to develop living conditions in the world and in nature; to play an active role in designing and shaping the future by using these skills to develop innovative and creative ideas.



Infographic: The English Language Curriculum

1.2. PRINCIPLES FOR THE IMPLEMENTATION OF THE ENGLISH LANGUAGE CURRICULUM

- The English Language Curriculum has been structured in alignment with the “Common Document of the Century of Türkiye Education Model”. This document should be taken into consideration in planning English lessons; designing and preparing course materials; planning assessment and evaluation processes (both for formal and alternative and process-based assessment and evaluation), designing and preparing assessment and evaluation materials; designing and preparing the contents of coursebooks and other supplementary teaching materials. All educational activities should be planned and carried out to ensure that the learner profile in the Common Document of the Century of Türkiye Education Model is achieved.
- As the English Language Curriculum will be implemented gradually, the deficiencies and problems in the prior learning processes related to the existing level in English should be determined by the teachers in English departments of the schools. The content to address these deficiencies and problems should be determined in the departmental meetings at the beginning of the academic year and should be implemented throughout the educational process. There is a revision programme in the English Language Curriculum for each year (grade), to be implemented simultaneously throughout Türkiye. This revision programme consists of the content of the previous level for each new level and/or year (grade). There will be two or four revision themes according to the type of the programme before the first theme of the syllabus prepared for each level and/or year (grade) which will take place in the teaching materials. In this way, learners can both remember the content of the previous level and also can be prepared for the themes of the new level. The revision programmes of English lessons for all years (grades) in Türkiye will contribute to standardisation throughout the country.
- Field skills are used as the basis for creating the learning outcomes in the English Language Curriculum. Process components are identified for each field skill, as well as for each learning outcome. These process components are the basic elements that provide access to the learning outcomes. Accordingly, each process component needs to be experienced by learners in the English language classroom.
- The English Language Curriculum is structured on “foreign language field skills and supportive skills” included in the Common Document of the Century of Türkiye Education Model.
- In the English Language Curriculum, activities and applications have been designed by considering most appropriate approaches, methods, and techniques according to their ages, and language levels. In line with the Post-Method Era Approach to teaching English as a foreign language, the emphasis is on selecting the accurate, appropriate, suitable, and effective techniques and activities for the right place, time, context, material, situation and purpose, according to the age and level of the learners, rather than a specific and single teaching method. Factors that affect language acquisition and learning such as the learners’ age, learning styles, motivation levels, aptitudes, interests, and personality traits are given significant consideration. This strand should be considered and used in an accurate, meaningful and effective way in lesson planning and implementation. Appropriate techniques that can respond to learners’ ages, learning styles, aptitudes, language levels, areas of interest, motivation levels and communication needs and also physical conditions they are in, should be considered, and necessary activities should be designed and implemented accordingly. In this way, they can be supported to acquire and develop their language competence in English. The activities based on techniques from different methods should not be designed in an aimless and ordinary way but in a way that helps learners discover their own learning purposes, ways, situations, and desires. Opportunities needed to be provided for learners to reflect on their learning in this way and to improve their own learning through their own reflection. Individual and collaborative reflection has a great importance in the English Language Curriculum, and has taken place as the last component of each field skill and learning outcome.
- The first of the two Receptive Skills in the English Language Curriculum is the “Listening/Watching-Comprehension Skill”, through which an individual develops to perceive and make sense of the oral-verbal language content produced by a speaker or other source. These sources include the structural

features of the language such as the accent, stress, speed, rhythm and also include content and semantic features (related to the theme) such as idioms, terms, words, phrases, clauses, sentences and social and cultural reflections in the context. Learners perceive and understand these with the help of a variety of visuals while learning English during the noticing and recognition stages. "Reading-Comprehension Skill" is a skill that is developed to perceive and make sense of the written content (text) which is produced with the help of the text type, visual support, use of grammar, use of vocabulary, use of idiomatic language, and the use of all semantic features in this content. Similarly, reading is very important for students to 'identify, notice, and interpret' the content and semantic features (related to the theme) such as idioms, terms, words, expressions, phrases, sentences, and the social and cultural reflections in the context. The structural and semantic features of the language are of great importance for both reception and comprehension.

- "Listening/Watching-Comprehension Skill" is a real time, highly fluid and rapid process therefore requires fluid, instant reception and understanding and also rapid and meaningful response and feedback. "Reading-Comprehension", on the other hand, is a more static, controlled and slower process. In both "receptive skills", the content conveyed to the learner and learner's perception of the meaning of the message are based on her/his personal and social relationship to that content. In the English Language Curriculum "Listening- Comprehension and Reading-Comprehension" skills, which comprise the reception, interpretation, and comprehension process in communication, have been organised with this factual information in mind. In the lesson planning and implementation phases of the English Language Curriculum, activities in which these skills are used need to be carefully planned, created, and arranged with meaningful contextual designs. Learners need to be supported to use these skills in a natural, realistic, effective, efficient, and meaningful way within the context to communicate with others.
- "Speaking-Expression Skill", is one of the two "Productive Skills" defined, described, and used in the English Language Curriculum. "Speaking-Expression Skill" is a verbal skill that learners develop while learning a language so as to have the competence to communicate with other people by using the content that includes the target sounds, grammatical items, vocabulary, and semantic expressions of that language effectively and meaningfully. The main elements of "Speaking-Expression Skill" are planning, interaction, and communication. In speaking, the learner develops the ability to achieve social interaction and communicative competence by using proper and meaningful content appropriate to the context, situation, place and time; by producing and using the correct sounds and pronunciation; by expressing information, thoughts and feelings correctly, meaningfully, appropriately, clearly and fluently; and by transferring cultural content and messages appropriately and correctly.
- The second of the "Productive Skills", the "Writing-Expression Skill", is the learner's ability and capability to express and convey his/her own knowledge, thoughts, experiences, and feelings in a meaningful and written form by using the content which contains target grammatical items, vocabulary, various forms of self-expression, types of writing, and rules of the language. The acquisition of "Writing-Expression Skill", which focuses on transfer, expression and production, begins with the "noticing-recognition-comprehension" of relevant input in the content in the English Language Curriculum. The transfer and understanding of information in input is processed through the use of receptive skills such as listening, watching, and reading. The ability and skill to write, express, and explain involves many processes that require planning, implementation and rewriting (by considering the feedback given), and developing the text that allows the development of creativity. This skill is strengthened through different types of writing studies. Activities, plans, and practices in which productive skills are used in the English Language Curriculum, need to be carefully planned, designed, and created in a contextual and meaningful way. Learners need to be supported to develop their communicative competence by using their English "Speaking-Expression" and "Writing-Expression" skills in a natural, authentic, automatic, realistic, effective, efficient and meaningful way within the context.
- "Supportive Skills", as defined and described in the English Language Curriculum, are processed with all the other language skills. There is a spiral, interdependent, and reciprocal relationship between the field skills and supportive skills therefore all the skills are used in an integrated, unified, spiral, and

interconnected manner. Grammatical, lexical (vocabulary) and phonological aspects of a language are most often taken as content knowledge even if their selection and use are mentioned in the relevant literature without positioning and naming them in a specific way as they are related to learners' "linguistic competence". In the recognition stage of language learning, language learners encounter, perceive and recognise grammatical items, lexical items (vocabulary) and phonological aspects (pronunciation, intonation, etc.) and are expected to begin to acquire their "linguistic competence" which will later be linked to productive skills. This recognition stage is present in the processing of "Receptive Skills". It may therefore be necessary to divide the learning of grammar, vocabulary and pronunciation into two stages: recognition stage and selection-use stage. The "use" stage takes place in the processing of "Productive Skills" in language learning through the skills of "Speaking-Expression" and "Writing-Expression".

- This determination about supportive skills in the English Language Curriculum is not for producing new information. It is rather for positioning the information about the selection and use of grammatical, lexical, and phonological aspects as "Supportive Skills" that take place in theory and practice in a vague way and that leads to considering how to empower learners in acquiring their "pragmatic, strategic, communicative, and sociolinguistic competences".
- "Grammaring: Selection-Use Skill" is the first of the three "Supportive Skills" in the English Language Curriculum. It is one of the language skills that is approached in the same way as other language skills by using the appropriate methodology and context. For Years 7-8 of lower secondary school, "inductive" learning techniques based on "conscious awareness" are used for this skill. For supporting learners to acquire the functions of this competence, appropriate, and correct activities should be selected in contexts that are natural and authentic. These activities should aim to contribute to the acquisition and development of learners' communication competence by using English grammar as naturally, correctly, authentically, and automatically as possible.
- Grammar "acquisition" is the situation in which children naturally pick up, adopt, and use the grammatical items and forms (and other elements of the language) of their mother tongue, in a realistic and natural environment and context, without conscious focus, without being aware of it, in an automatic, natural and real way. In the case of foreign language education provided at school, it is described as "language learning" (including grammar and other elements of the language). The elements that define language learning are the artificial environment, planning, conscious learning of rules and short-term goals. In the English Language Curriculum, teaching grammaring aims to build an environment where learners can communicate by using the language with correct grammar in a natural, realistic and meaningful way in context and on a correct and appropriate methodological basis that can make this possible in a natural, realistic, automatic, and meaningful way. This can only be achieved to a certain extent, and the necessary condition for this, is building a continuous, natural and authentic environment in the classroom where grammar is not taught as a subject by the teacher but through the use of appropriate methods, techniques, materials, and activities. For this reason, the process should be supported by a plenty of natural and realistic repetition, revision, interaction, storytelling, role-playing, and communication activities. In the English Language Curriculum, the grammar learning process of primary school pupils (Years 2, 3, 4) is described with the "Holistic Approach", where the functions of the right hemisphere of the brain are found to be more effective, as explained in the relevant literature, helping them see, hear, and use grammar automatically without being aware of its rules, and where features and activities such as visuals, rhythm, music, movement, drama, and storytelling are used through all aspects affecting learning (physical, cognitive, affective, cultural, and social) together. The process of learning grammar in Years 5 and 6 of lower secondary school is described as the "Semi-Holistic/Semi-Inductive Approach", using features and activities such as visuals, rhythm, music, movement, drama, and storytelling, which still allow the functions of the right hemisphere of the brain to be effective. At the same time, the functions of the left hemisphere of the brain, which provides awareness, natural and simple inferences, and very simple discoveries, are gradually activated, but there is a condition that grammar should not be taught as a subject by the teacher. Noticing and awareness activities are the most important activities of this approach and do not involve teacher explanation or conscious discovery tasks. For learners in

Years 7, 8 of lower secondary school and Years 9, 10, 11, 12 of upper secondary school the “Inductive Approach” is described to learn grammar in a meaningful and appropriate context by discovering the rules themselves. The functions of the left hemisphere of the brain are more effective in this discovery process, by being aware of their meaning, function, usage, form, by using higher-level thinking skills such as examining, comparing and classifying, and by making inferences based on their meaning without using terminology or formulations. In this approach, the functions of the right hemisphere of the brain can still be activated through the activities such as visuals, music, movement, drama, and storytelling in the created course content. In the learning process, it is necessary to create continuous, natural, authentic, and realistic contexts and environments where grammar is not taught as a subject by the teacher in the school classroom but is facilitated to help learners use the language by selecting and using grammar with appropriate techniques and activities in these natural and realistic contexts. In the English Language Curriculum, activating the functions of both hemispheres of the brain as much as possible in all lessons is encouraged so all the activities need to be carefully planned, designed and created in a contextual and meaningful way in lesson planning and practice so that learners can and use English grammar in a natural, authentic, automatic, realistic, effective, efficient, and meaningful way according to the context, and thus can acquire and develop their communicative competence.

- In English Language Curriculum, one of the three “Supportive Skills”, “Vocabulary: Selection-Use Skill” is based on the learner’s positioning and using the target words after recognising, perceiving, and understanding them through “Receptive Skills” in the target content in a way that is appropriate for the context, situation, place and time. They also remember, recall and add previously learned vocabulary that are appropriate for the situation and context, to the context, and select and use them correctly, effectively and meaningfully. These stages have been identified, revealed and applied in the “process components” of the “field skills” and then transferred to the “learning outcomes”, and finally to the “learning-teaching experiences” sections of the themes in the English Language Curriculum.
- “Vocabulary acquisition” is the situation in which children pick up and adopt words without noticing and analysing them in their mother tongue. “Vocabulary learning” on the other hand, is the process that takes place in the artificial environment of the classroom, not in the natural contexts and environments of second/foreign language. In order to be sure that words are used naturally, authentically, correctly, meaningfully, and effectively in learners’ interaction and communication processes, it is necessary to practise them by being aware of their meaning in a way that is appropriate to the context, their form, pronunciation and uses. Activities in which this skill is used should be carefully planned, designed, and created in a contextual and meaningful way in the lesson planning and implementation process included in the English Language Curriculum so that learners can use English vocabulary in a natural, authentic, automatic, realistic, effective, efficient and meaningful way in context and thus gain communicative competence.
- The third of the three “Supportive Skills” in the English Language Curriculum is the “Pronunciation: Selection and Use Skill”. Phonological skills help learners to use the sounds, accents, rhythms, tones, intonation, and pronunciation of the language correctly; to reflect the content of the speech correctly; and to interact and communicate efficiently and effectively. This skill is supported with activities through listening practice including listening exercises, repetition, imitation, pronunciation exercises, listening to peer recordings and giving individual feedback, listening to individual voice recordings and reflecting individually during automatic selection, use and reflection sessions. As with other skills, the correct and appropriate use of pronunciation facilitates learners’ language learning experience by giving meaning to the content. This content should support the provided verbal information and make the content of the verbal information meaningful. In lesson planning and implementation, activities that use this skill need to be planned, designed, and built in a contextual and meaningful way where learners are expected to use English pronunciation naturally, authentically, efficiently, automatically, and meaningfully.
- The English Language Curriculum also aims to support learners to develop their “sociolinguistic and pragmatic competence” through communicative and collaborative activities relevant to different cultural content and contexts. The “social language expressions” used in all the themes are part of

this, as learners can access the real- world language by learning them inside the classroom and using them inside or outside the classroom in their personal lives. For supporting learners to acquire “social competence” through meaningful oral/verbal and in written contexts in a way that is appropriate to their English language levels, it is necessary to provide opportunities for them to use English effectively, meaningfully correctly, naturally, authentically, realistically, and fluently in their social communication, inside and outside school. This need to be considered in the design and implementation of all course contents very carefully.

- As described in the English Language Curriculum, it is essential that all processes written for “learning outcomes” and “process components” need to be considered and implemented in the lessons. In addition to this, in recommended practice, lesson planning activities should be carried out counting all related and integrated programme components, especially the “learning outcomes and process components” of the relevant theme. All the applications can be differentiated accordingly.
- In the English language classroom, it is necessary to create a learning environment that encourages the active participation of learners. Similarly, a classroom climate in which personal ideas can be shared independently and the development of social and emotional skills is supported should be created.
- Activities such as questioning, researching, observing and experimenting should be carried out with an interdisciplinary and contextual approach, based on the language level of learners in the class. They should be planned and implemented by the teachers of English departments carefully.
- In the English Language Curriculum, “establishing links” section has been described and designed as an important part before moving on to the “learning-teaching experiences” section of the themes. The first stage of the three-stages of “establishing links”, should provide the necessary preliminary information to facilitate the processing of the theme. The second stage should summarise what needs to be done to be ready to process the “learning-teaching practices” section. In the last stage, it should be indicated how the learners can use the knowledge, experience, and skills they develop throughout the themes, or to which disciplines they can transfer them and especially in which areas they can use them in their real lives.
- The “learning-teaching experiences” section in the themes is presented in a comprehensive framework to provide learners with a holistic perspective. This holistic perspective is seen as a supportive element for learners. The section guides the teacher to use different teaching approaches, methods, techniques, and activities to facilitate learners to become aware of their own learning and individual learning strategies they can use, to achieve constant learning, to perceive their own learning process, to be aware of the spiral flow and interdisciplinary relationships in the learning process within this holistic perspective along with the social use of the language in social contexts.
- “Reflection” is a significant component of the English Language Curriculum. Learning-teaching experiences are organised in a way that “field and supportive skills” and “learning outcomes” gain meaning together within the course flow and facilitate learners to reflect on their learning about the activities. Both individual and collaborative reflection takes place in the flow of “learning-teaching” process as described in the “field skills” and “learning outcomes” sections.
- The English Language Curriculum has been prepared by taking into consideration “field skills and supportive skills”, “conceptual skills”, “dispositions”, “inter-curricular components (social-emotional learning skills, values, literacy skills)”, “inter-disciplinary relationships”, “inter-skills”, “content frame”, “generalisations and key concepts”, “indicators for learning”, “learning-teaching experiences (basic acceptations, pre-evaluation process, establishing links, learning-teaching practices)”, “differentiation (expansion and supporting)”, and “teacher reflections”. Therefore, learning outcomes should be addressed in accordance with the principles of progression, spirality, and sequentiality as specified in the themes.
- In the process and flow of “learning-teaching experiences” section, all language skills have been followed from easy to difficult, from known to unknown, from more controlled to more open-ended and communicative, according to the relevant language level. Branching learning has been

attempted throughout these processes. Collaborative, interactive, and communicative activities have been suggested throughout the themes constantly. The main aim of foreign language learning, “to communicate by filling information gaps through reciprocal and mutual interaction, sharing, and exchanging ideas”, has been included in the flow of “learning-teaching experiences” section by using all language skills. This flow and methodological stance should be followed in the classroom to facilitate learners’ learning experiences.

- One of the principal aspects of the English Language Curriculum is field and supportive skills which are pursued, processed, and developed in a holistic, integrated, spiral and recycling manner within the themes. To provide and maintain this, each theme begins with a holistic introductory story, as a context for teaching and learning the language. The introductory story is planned to be a digital film with a script presenting the linguistic and semantic elements such as target grammar, vocabulary, phonological aspects (pronunciation, intonation, etc.), and social language expressions, appropriate to the language level, needed to learn the theme. The perception of the general topic of the theme is provided with the visuality and movement of the digital introductory story (film). The target grammatical structures, words, pronunciation, and social language expressions in the story are presented both visually and verbally. With the flow of language skills, this introductory story is revisited several times for grammar, vocabulary and social language content to understand the general topic first. This rich content is used as the basic context throughout the theme. These returns/revisits involve the use of skills beginning with reception and gradually turns into production. By using all skills in an integrated and spiralling way, the learner is enabled to bring the theme into real life and use it in communication.
- The English Language Curriculum includes different contents that are consistent with the learning outcomes, taking into account the learners’ readiness and learning styles and strategies in a way appropriate to their language levels. Written materials such as puzzles, paragraphs, reading passages, short stories, novels, poems, articles, worksheets, magazines, reviews; visual materials such as illustrated-cartoon-anime-continuous stories, posters, picture cards; preparation and verbal/audio/visual materials such as rhymes, songs, dialogues, games, simple story recitals, podcasts, documentaries, interviews, radio programmes, educational videos, story videos, short films, presentation contents, chat groups, simulations, animations, etc. have been suggested as sources for learning experiences. While preparing such learning-teaching materials, cooperation and collaboration should be provided by department teachers and other branch teachers.
- After the introduction of each theme is provided with a contextual and introductory digital introductory story (film), the flow of all the language skills are given a place in an integrated way. There is a unified design in the “Speaking-Expression” skill to accompany other skills throughout the theme. “Grammaring: Selection-Use, Vocabulary: Selection-Use, Pronunciation: Selection-Use” skills are used and practised with the “gamification” techniques and aimed to be used effectively in communication. The impact of such practice activities on learning should be taken into consideration.
- In the English Language Curriculum, the reading skill is of great importance because reading texts create a written context providing input and providing reception of the language. In primary school classes, group, vocal and fun “pyramid reading” and “radio reading” techniques, which are also used for pronunciation are preferred. In secondary school, “silent jigsaw reading” techniques, which are especially useful and effective for crowded classes are suggested. It should not be forgotten that reading should be vocal for pronunciation and silent for meaning. It should also be remembered that aloud reading in turns serves neither purpose and wastes time. Reading skills in the English Language Curriculum are studied through reading sections that include the written version of the digital introductory story and also various other reading passages.
- “Content and Language Integrated Learning (CLIL)” is one of the methodological components of English Language Curriculum. In CLIL, English is taught through other disciplines. The main aim is to teach both the content and the language together in a simultaneous way. Culture is also an important part of CLIL. Local, target, and international cultures can be learned through several contents by integrating them into CLIL activities. All language skills are proposed to be used for “CLIL” in the English Language

Curriculum. Information processing, problem solving, researching, collaboration, critical thinking, and discussion techniques need to be used while working in CLIL. It must be seen as an important means of learning about one's own and other people's cultures, developing awareness of them; seeing new contextual uses of English created with other disciplines, and understanding and explaining content related to other cultures and disciplines in English.

- Consolidation is a significant process in English Language Curriculum. Content covering all grammatical items, target vocabulary, and social language is consolidated on a regular basis through enjoyable and meaningful activities. Ongoing cartoon-anime-picture-photo strip stories with resident characters are suggested to consolidate the content of the themes in a vivid context. All language skills are used to consolidate the content and to provide communication by producing new contents and contexts while revising the knowledge and skills acquired and remembered.
- "Performance Assignments" are also important part of English Language Curriculum, which are based on searching (research), constructing (creating), and presenting real-life productions and remedies several issues. As part of the "Action-Oriented Approach, the Communicative Approach and Task-Based Approach" to teaching and learning, they are processed with versatile activities such as drama, narration, role-play, presentation, gamification, etc. in English Language Curriculum to support learner autonomy, "differentiated learning", and collaborative learning. They are used in order to reconstruct the content covering the language including all the target language items, grammar, vocabulary, and social language expressions. In each theme there are many tasks also there is a performance assignment in which students can apply and expand what they have learnt in the theme collaboratively in a new context to strengthen their "productive and supportive skills". Learners prepare performance assignments to remember, revise, consolidate, use, and produce new and meaningful contexts for all theme contents according to their language levels. Digital means and tools are also recommended to be used in the production of written and visual content with the guidance of the teacher. It is very important that these performance assignments which should be original, creative, versatile, meaningful, revisional, and consolidating should also reflect the perspectives of the learners about learning. The teacher's and peers' feedback and individual and collaborative reflection are very significant part of the performance assignments in the English Language Curriculum.
- In the English Language Curriculum "values" are presented according to the target content in the theme, the process of learning-teaching experiences, and learning outcomes. Learners are expected to internalise these values and reflect them in their daily lives. For this, learners needed to be provided with the opportunity to apply the value they realise during the process of examining and understanding the content in the activities in the themes.
- In the studies conducted in the English Language Curriculum or in the products such as projects, portfolios, poems, songs, articles, stories, reviews, etc., attention should be paid to issues related to copyright and protection of personal data. Content should be created that complies with the constitution and laws, considers the sensitivities of individuals or society, reflects national and moral values, and respects the rights and freedoms of individuals. Learners should be made aware of their legal rights and responsibilities when creating and sharing content.
- In the English Language Curriculum, the activities included in the expansion and supporting sections in the "differentiation" section do not take place in teaching materials. However, some e-contents are prepared by the material developers for the implementation of their contents. All practices and activities within the scope of differentiation should be planned and implemented by teachers, taking into account the interests, needs, and requests of the learners.
- It is important to include reading texts that broaden students' horizons, inspire and encourage them, and reflect Türkiye's achievements to date, its internationally renowned works, its visibility, vision, and recent successes, as well as texts, including digital content, that explain the significant and unique contributions of our country's institutions and people in the English Language Curriculum. It is essential that the selected reading texts align with national, spiritual, cultural, and moral values of our country. Reading materials should be chosen to support the idea that students learn about the values of our

history, culture, and civilisation accurately.

- In the English Language Curriculum, the aims, objectives, methods, criteria and tools of assessment/evaluation based on the learners' English levels have been included as an essential part. An alternative assessment/evaluation scheme has been designed to assess/evaluate English-related knowledge and skills in creating new meaningful content and communicating through it. The components of the English Language Curriculum have been made a meaningful part of learning and evaluation. Instead of assessing/evaluating "values, dispositions, literacy skills and social-emotional learning skills" with marks and scores, some alternative evaluation tools including classroom-based and/or out-of-classroom activities such as performance tasks, portfolios, projects, diaries, interviews, drama studies, etc. have been used to evaluate their development together. These components are also among the criteria taken into consideration in the evaluation tools and marking/scoring keys of such performances and achievements. These alternative evaluation techniques have been included in the English Language Curriculum to evaluate language skills, collaborative activities such as pair and group work, and creative, productive, and communicative activities according to language levels. The evaluation criteria for each skill are listed as "purposes, indicators, application, frequency of use, evaluation tools, and evaluation focus" and are defined and described according to learners' language level. This list is provided in the entry section of the English Language Curriculum. It is not compulsory to assess/evaluate every skill in every lesson. Teachers can choose any of the assessment/evaluation tools for the skills on the assessment/evaluation list according to the needs and learning outcomes of the theme. In school practice, these forms of assessment/evaluation should be varied according to language levels, dispositions, abilities, needs, and special situations of the learners and the context. The measurement and evaluation of performance development, which include knowledge and skills, should contain activities about situations, problems, and solutions that are interesting, related to everyday life. These activities should also be about situations, problems, and solutions that can be encountered in distant or close environments when using English in communication with others. Performance and proficiency in the use of the language should be assessed/evaluated according to these criteria. Learners should be provided with feedback on the linguistic, cultural, and social formation of their performance which is non-judgemental, motivational, supportive, and facilitative of their learning. Throughout the whole assessment/evaluation process, digital technologies can be used to make the applications and implementation more practical and functional.

Assessment and Evaluation Scheme for Years 2, 3 and 4

Alternative assessment and evaluation techniques and activities for **primary school lessons** are given below. There are different assessment and evaluation applications for each language skill. Teachers do not have to use all of the items in every lesson. They can be selected and used according to the needs and flow of the lesson.

- 1) **Evaluating listening/watching and comprehension: Objective:** To listen/watch efficiently for comprehension to be able to engage in spoken language from people or technology-based digital audio-visual materials to be able to respond appropriately and meaningfully by using various strategies and techniques such as listening for/and imitating, repeating, saying, colouring, drawing, matching, underlining, circling, doing, imitating, listening for gist, for scanning, and so on. **Indicators:** Accurate understanding of the spoken content, responses to closed, semi-closed or open ended-questions in comprehension activities, successful participation and turn-taking in various listening activities. **Frequency:** At least once in a month, on a regular basis. **Evaluation tools:** An observation checklist and/or observation grids for monthly monitoring sessions. **Evaluation/Assessment focus:** Evaluation is based on effective comprehension, inference skills, understanding of the main idea, attention to details, general interpretation skills and successful engagement in communication by encoding and decoding the messages accurately and meaningfully.

- 2) **Evaluating the use of pronunciation: Objective:** To pronounce the target sounds, words, and phrases accurately and appropriately in context. **Indicators:** Clarity in articulation of target sounds, and phrases, appropriate and correct intonation and stress patterns and improvement in pronunciation over time. **Frequency:** Regularly, once in a month. **Evaluation tools:** An observation checklist and/or observation grids for monthly monitoring sessions. **Evaluation/Assessment focus:** Evaluation is based on accurate pronunciation of words, phrases and sentences, accurate use of intonation and stress patterns when speaking to/with others in the communication process, by using a checklist with descriptors such as "clear", "moderate", "needs to improve" and by giving oral feedback or through written notes for observation and monitoring sessions.
- 3) **Evaluating the use of the target vocabulary: Objective:** To select and use the target vocabulary accurately, meaningfully, and communicatively in context. **Indicators:** Accurate word choice, accurate and appropriate use of words, integration of vocabulary in speaking and writing tasks accurately and appropriately in context. **Frequency:** During or after observation and monitoring on a regular basis, every two months. **Evaluation/Assessment tools:** A checklist, a rating scale, and/or rubrics. **Evaluation/Assessment focus:** Evaluation is based on the performance in using the target vocabulary in collaborative and communicative activities such as role play, dialogues, show and tell presentations or individual activities such as talking about and/or writing words, phrases, and sentences taking part in vocabulary jigsaws etc.
- 4) **Evaluating vocabulary recording: Objective:** To create personalised paper or digital dictionaries with word-related information, including very short definitions, pictures and example sentences about the target vocabulary in context. **Indicators:** Regular entries with accurate spelling, meaningful explanations, and suitable pictures in relevance to the target content, organisation, meaningful content, continuity and order. **Frequency:** Every two months on a regular basis. **Evaluation/Assessment tools:** Oral and/or written feedback and a rubric scheme given to students in advance. **Evaluation/Assessment focus:** Evaluation is based on the categories such as accuracy, creativity, effort, completeness and organisation of the entries/submissions.
- 5) **Evaluating the use of target grammar: Objective:** Automatic selection and authentic, meaningful, and accurate use of the target language chunks in context. **Indicators:** Accurate and meaningful sentence structures in speaking and writing tasks, accurate and meaningful use of language chunks in communicative activities. **Frequency:** During and after observation and monitoring on a regular basis. **Evaluation/Assessment tools:** A checklist, rating scale, and/or rubrics. **Evaluation/Assessment focus:** Evaluation is based on categories and criteria created in evaluation tools as in the following examples: An example of a checklist could be as follows: a) Sentences are complete: YES /NO. b) Word order is logical and clear: Yes/No etc. An example of a rating scale with a 1-5 Likert scale could be as follows: (1) Errors interfere with meaning (2) Frequent errors, meaning is unclear (3) Errors are noticeable but do not interfere with meaning, (4) Minor errors, meaning is clear (5) Almost no errors. (An example language chunk (grammar) rubric table might include the following criteria and scores: 5 criteria could be used: accuracy, variety, consistency, structural control, appropriateness in the rubrics. They can be scored on 4 levels: (1) poor, (2) needs improvement, (3) good, (4) excellent. For instance, there may be items such as (1) inconsistent use of target language chunks (grammar), (2) inconsistencies distract from clarity, (3) few inconsistencies in the use of the target language chunks (grammar) use, (4) using of target language chunks (grammar) is consistent throughout the task).
- 6) **Evaluating reading and comprehension skills: Objective:** To read efficiently for comprehension by using various strategies such as reading aloud, speed reading, and silent reading. **Indicators:** Accurate understanding of texts and context, successful participation in various reading activities, responses to closed (display), semi-closed and open-ended questions in comprehension activities, increasing performance in comprehension, recognition, and awareness skills. **Frequency:** At least once in a month, on a regular basis. **Evaluation/Assessment tools:** An observation checklist and/or monitoring grids, a rating scale, and/or rubrics, closed, semi-closed and open-ended/communicative asking-answering

exercises and activities on comprehension, recognition, and awareness. **Evaluation/Assessment focus:** Evaluation will be based on reading fluency, effective comprehension, ability/capability to infer meaning from the text, to be able to deduce ideas from the text.

- 7) **Evaluating speaking skills: Objective:** To talk or give very short oral presentations and perform show and tell sessions on the current content by using meaningful and appropriate language in context. **Indicators:** Effective use of relevant and appropriate target vocabulary, pronunciation and target grammar; fluency; clear organisation; rapport with the audience and delivery. **Frequency:** During observation of speaking sessions. **Evaluation/Assessment tools:** Rubrics, a rating scale, and/or a checklist for observation and monitoring. **Evaluation/Assessment focus:** Evaluation will be based on fluency, coherence, accurate and meaningful use of language with target vocabulary, pronunciation, and language chunks in context, audience engagement and successful participation in communication by encoding and decoding the messages accurately and meaningfully.
- 8) **Evaluating participation and engagement in dialogues: Objectives:** To take turns in dialogues meaningfully and efficiently by using relevant and appropriate target vocabulary and target language chunks (grammar) in context. **Indicators:** Proper and accurate use of language with target vocabulary and language chunks in context, effective turn-taking, engagement and participation in teacher-student and student-peer dialogues, correct and meaningful responses, clear explanations, engaging in effective and meaningful communication, **Frequency:** Regularly, during classroom activities. **Evaluation/Assessment tools:** An observation checklist and/or rubrics for observation and monitoring. **Evaluation focus:** Evaluation is based on observed and monitored pair-work interactions, collaboration, content relevance, accurate and meaningful use of language with target vocabulary, pronunciation, and language chunks in context and successful engagement in communication process by encoding and decoding the messages accurately and meaningfully.
- 9) **Evaluating participation and engagement in group work: Objective:** To collaborate and participate in group work activities meaningfully and efficiently by using relevant and appropriate target vocabulary, pronunciation, and language chunks in context. **Indicators:** Effective performance of roles, participation, contribution to group outcomes, efficient and effectively and meaningfully. **Frequency:** Monthly during and after observation and monitoring sessions. **Evaluation/Assessment tools:** An observation checklist, a rating scale, and/or rubrics. **Evaluation/Assessment focus:** Evaluation is based on collaboration, content relevance, accurate and meaningful use of language with target vocabulary, pronunciation, and language chunks in context, and successful engagement in communication process by encoding and decoding the messages accurately and meaningfully.
- 10) **Evaluating participation and engagement in drama work and games: Objectives:** To present, engage in and participate in drama activities such as pantomime stories, role plays, plays and presentations by using effective and meaningful language with target vocabulary and/or the target language chunks through acting. **Indicators:** Engagement, creativity, rapport with the audience, accurate and meaningful use of language with target vocabulary, pronunciation, and language chunks in context. **Frequency:** Monthly during and after observation and monitoring sessions. **Evaluation/Assessment tools:** Rubrics, a rating scale, and/or a checklist. **Evaluation/Assessment focus:** Evaluation is based on collaboration, content relevance, accurate and meaningful use of language with target vocabulary, pronunciation, and language chunks in context, presentation skills, successful engagement in communication process by encoding and decoding the messages accurately and meaningfully.
- 11) **Evaluating self-productions: Objective:** To prepare and produce personal products such as paper/digital diaries/journals, voice recordings, visual recording, projects, portfolios, short films, documentaries, scenarios, blogs, vlogs and so on related to the target theme including the use of target vocabulary, pronunciation, and language chunks at school and at home, and to present them to the class at school. **Indicators:** Content relevance, meaningful and accurate use of language with target vocabulary, pronunciation, and language chunks in context, accurate, efficient and effective use of supplementary materials. **Frequency:** Monthly during and after observation and monitoring sessions. **Evaluation/**

Assessment tools: Rubrics, a rating scale, a written feedback report and/ or a checklist. **Evaluation/Assessment focus:** Evaluation is based on material preparation skills, creativity, organisation, content relevance, coherence, presentation skills, effort, originality, accurate and meaningful use of language with target vocabulary, pronunciation, and language chunks, and effective communication process.

- 12) **Evaluating writing skills: Objective:** To produce written tasks by developing portfolios including phrases, sentences, short texts, notes, paragraphs, simple fact files, emails, messages, plans, timetables, projects, reflective diaries/journals, posters, etc., by using target vocabulary and language chunks meaningfully and accurately. **Indicators:** Engagement, creativity, coherence, content relevancy, accurate and meaningful use of language with target vocabulary, pronunciation, and language chunks in context, effective presentation skills. **Frequency:** Every two weeks. **Evaluation/Assessment tools:** Rubrics or a marking scheme. **Evaluation/Assessment focus:** Evaluation will be based on organisation, creativity, originality, effort, content relevance, accurate and meaningful use of language with target vocabulary and language chunks, and presentation skills.

Assessment and Evaluation Scheme for Years 5 and 6

Alternative assessment and evaluation techniques and activities **for lower secondary lessons (Years 5 and 6)** are given below. There are different assessment and evaluation applications for each language skill. Teachers do not have to use all of the items in every lesson. They can be selected and used according to the needs and flow of the lesson.

- 1) **Evaluating listening/watching and comprehension: Objective:** To listen/watch efficiently for comprehension to be able to engage in spoken language from people or technology-based digital audio-visual materials to be able to respond appropriately and meaningfully by using various strategies and techniques such as listening for/and imitating, repeating, saying, matching, underlining, circling, doing, listening for gist, for scanning, for answering, for asking, for conversing and so on. **Indicators:** Accurate understanding of the spoken content, responses to closed, semi-closed or open ended-questions in comprehension activities, successful participation and turn-taking in various listening activities. **Frequency:** At least once in a month, on a regular basis. **Evaluation tools:** An observation checklist and/ or observation grids for monthly monitoring sessions. **Evaluation/Assessment Focus:** Evaluation is based on effective comprehension, inference skills, understanding of the main idea, attention to details, general interpretation skills and successful engagement in communication by encoding and decoding the messages in collaborative environments accurately and meaningfully.
- 2) **Evaluating the use of pronunciation: Objective:** To pronounce the target sounds, words, and phrases accurately and appropriately in context. **Indicators:** Clarity in articulation of target sounds, and phrases, appropriate and correct intonation and stress patterns and improvement in pronunciation over time. **Frequency:** Regularly, once in a month. **Evaluation tools:** An observation checklist and/or observation grids for monthly monitoring sessions. **Evaluation/Assessment Focus:** Evaluation is based on accurate pronunciation of words, phrases and sentences, accurate use of intonation and stress patterns when speaking to/with others in the communication process, by using a checklist with descriptors such as "clear", "moderate", "needs to improve" and by giving oral feedback or through written notes for observation and monitoring sessions.
- 3) **Evaluating the use of the target vocabulary: Objective:** To select and use the target vocabulary accurately, meaningfully, and communicatively in context. **Indicators:** Accurate word choice, accurate and appropriate use of words, integration of vocabulary in speaking and writing tasks accurately and appropriately in context. **Frequency:** During or after observation and monitoring on a regular basis, every two months. **Evaluation/Assessment tools:** A checklist, a rating scale, and/or rubrics. **Evaluation/Assessment Focus:** Evaluation is based on the performance in using the target vocabulary in collaborative and communicative activities such as role play, dialogues, show and tell presentations or individual activities such as talking about and/or writing words, phrases, and sentences taking part in vocabulary jigsaws etc.

- 4) **Evaluating vocabulary recording: Objective:** To create personalised paper or digital dictionaries with word-related information, including words, short definitions, pictures and example sentences about the target vocabulary in context. **Indicators:** Regular entries with accurate spelling, meaningful explanations, and suitable pictures in relevance to the target content, organisation, meaningful content, continuity and order. **Frequency:** Every two months on a regular basis. **Evaluation/Assessment tools:** Oral and/or written feedback and a rubric scheme given to students in advance. **Evaluation/Assessment Focus:** Evaluation is based on the categories such as accuracy, creativity, effort, completeness and organisation of the entries/submissions.
- 5) **Evaluating the use of target grammar: Objective:** Automatic selection and authentic, meaningful, and accurate use of the target language chunks through recognition in context. **Indicators:** Accurate and meaningful sentence structures in speaking and writing tasks, accurate and meaningful use of language chunks in communicative activities. **Frequency:** During and after observation and monitoring on a regular basis. **Evaluation/Assessment tools:** A checklist, rating scale, and/or rubrics. **Evaluation/Assessment Focus:** Evaluation is based on categories and criteria created in evaluation tools as in the following examples: An example of a checklist could be as follows: a) Sentences are complete: YES / NO. b) Word order is logical and clear: Yes/No etc. An example of a rating scale with a 1-5 Likert scale could be as follows: (1) Errors interfere with meaning (2) Frequent errors, meaning is unclear (3) Errors are noticeable but do not interfere with meaning, (4) Minor errors, meaning is clear (5) Almost no errors). (An example language chunk (grammar) rubric table might include the following criteria and scores: 5 criteria could be used: accuracy, variety, consistency, structural control, appropriateness in the rubrics. They can be scored on 4 levels: (1) poor, (2) needs improvement, (3) good, (4) excellent. For instance, there may be items such as (1) inconsistent use of target language chunks (grammar), (2) inconsistencies distract from clarity, (3) few inconsistencies in the use of the target language chunks (grammar) use, (4) using of target language chunks (grammar) is consistent throughout the task).
- 6) **Evaluating reading and comprehension skills: Objective:** To read efficiently for comprehension by using various strategies such as reading aloud, speed reading, silent reading, and jigsaw reading. **Indicators:** Accurate understanding of texts and context, successful participation in various reading activities, responses to closed (display), semi-closed and open-ended questions in comprehension activities, increasing performance in comprehension, recognition, and awareness skills. **Frequency:** At least once in a month, on a regular basis. **Evaluation/Assessment tools:** An observation checklist and/monitoring grids, a rating scale, and/or rubrics, closed, semi-closed and open-ended/communicative asking-answering exercises and activities on comprehension, recognition, and awareness. **Evaluation/Assessment Focus:** Evaluation will be based on reading fluency, effective comprehension, ability/capability to infer meaning from the text, to be able to deduce ideas from the text.
- 7) **Evaluating speaking skills: Objective:** To talk or give short oral presentations and perform show and tell sessions on the current content by using meaningful and appropriate language in context. **Indicators:** Effective use of relevant and appropriate target vocabulary, pronunciation and target grammar; fluency; clear organisation; rapport with the audience and delivery. **Frequency:** During observation of speaking sessions. **Evaluation/Assessment tools:** Rubrics, a rating scale, and/or a checklist for observation and monitoring. **Evaluation/Assessment Focus:** Evaluation will be based on fluency, coherence, accurate and meaningful use of language with target vocabulary, pronunciation, and language chunks in context, audience engagement and successful participation in communication by encoding and decoding the messages accurately and meaningfully.
- 8) **Evaluating participation and engagement in dialogues: Objectives:** To take turns in dialogues meaningfully and efficiently by using relevant and appropriate target vocabulary and target language chunks (grammar) in context. **Indicators:** Proper and accurate use of language with target vocabulary and language chunks in context, effective turn-taking, engagement and participation in teacher-student and student-peer dialogues, correct and meaningful responses, clear explanations, engaging in effective and meaningful communication, **Frequency:** Regularly, during classroom activities.

Evaluation/Assessment tools: An observation checklist and/or rubrics for observation and monitoring.
Evaluation Focus: Evaluation is based on observed and monitored pair-work interactions, collaboration, content relevance, accurate and meaningful use of language with target vocabulary, pronunciation, and language chunks in context and successful engagement in communication process by encoding and decoding the messages accurately and meaningfully.

- 9) **Evaluating participation and engagement in group work:** **Objective:** To collaborate and participate in group work activities meaningfully and efficiently by using relevant and appropriate target vocabulary, pronunciation, and language chunks in context. **Indicators:** Effective performance of roles, participation, contribution to group outcomes, efficient and effectively and meaningfully. **Frequency:** Monthly during and after observation and monitoring sessions. **Evaluation/Assessment tools:** An observation checklist, a rating scale, and/or rubrics. **Evaluation/Assessment Focus:** Evaluation is based on collaboration, content relevance, accurate and meaningful use of language with target vocabulary, pronunciation, and language chunks in context, and successful engagement in communication process by encoding and decoding the messages accurately and meaningfully.
- 10) **Evaluating participation and engagement in drama work:** **Objectives:** To present, engage in and participate in drama activities such as pantomime stories, role plays, plays and presentations by using effective and meaningful language with target vocabulary and/or the target language chunks through acting. **Indicators:** Engagement, creativity, rapport with the audience, accurate and meaningful use of language with target vocabulary, pronunciation, and language chunks in context. **Frequency:** Monthly during and after observation and monitoring sessions. **Evaluation/Assessment tools:** Rubrics, a rating scale, and/ or a checklist. **Evaluation/Assessment Focus:** Evaluation is based on collaboration, content relevance, accurate and meaningful use of language with target vocabulary, pronunciation, and language chunks in context, presentation skills, successful engagement in communication process by encoding and decoding the messages accurately and meaningfully.
- 11) **Evaluating self-productions:** **Objective:** To prepare and produce personal products such as posters, digital e-books, cartoons, audio recordings, paper/digital diaries/journals, voice recordings, visual recording, projects, portfolios, short films, documentaries, scenarios, blogs, vlogs and so on related to the target theme including the use of target vocabulary, pronunciation, and language chunks at school and at home, and to present them to the class at school. **Indicators:** Content relevance, meaningful and accurate use of language with target vocabulary, pronunciation, and language chunks in context, accurate, efficient and effective use of supplementary materials. **Frequency:** Monthly during and after observation and monitoring sessions. **Evaluation/Assessment tools:** Rubrics, a rating scale, a written feedback report and/ or a checklist. **Evaluation/Assessment Focus:** Evaluation is based on material preparation skills, creativity, organisation, content relevance, coherence, presentation skills, effort, originality, accurate and meaningful use of language with target vocabulary, pronunciation, and language chunks, and effective communication process.
- 12) **Evaluating writing skills:** **Objective:** To produce written tasks by developing portfolios including phrases, sentences, short texts, notes, paragraphs, simple fact files, emails, messages, plans, timetables, projects, reflective diaries/journals, poems, acrostics, posters, etc., by using target vocabulary and language chunks meaningfully and accurately. **Indicators:** Engagement, creativity, coherence, content relevancy, accurate and meaningful use of language with target vocabulary, pronunciation, and language chunks in context, effective presentation skills. **Frequency:** Every two weeks. **Evaluation/Assessment tools:** Rubrics or a marking scheme. **Evaluation/Assessment Focus:** Evaluation will be based on organisation, creativity, originality, effort, content relevance, accurate and meaningful use of language with target vocabulary and language chunks, and presentation skills.

Assessment and Evaluation Scheme for Years 7 and 8

Alternative assessment and evaluation techniques and activities **for lower secondary lessons (Years 7 and 8)** are given below. There are different assessment and evaluation applications for each language skill. Teachers do not have to use all of the items in every lesson. They can be selected and used according to the needs and flow of the lesson.

- 1) **Evaluating listening/watching and comprehension: Objective:** To listen/watch efficiently for comprehension to be able to engage in spoken language from people or technology-based digital audio-visual materials to develop critical thinking skills by using various strategies and techniques such as listening for gist, listening for scanning, dictation, listening and note taking, collaborative discussions and so on. **Indicators:** Accurate understanding of the spoken content, responses to closed, semi-closed or open-ended questions in comprehension activities, successful participation and turn taking in various listening activities. **Frequency:** At least once in a month, on a regular basis. **Evaluation tools:** An observation checklist and/or observation grids for monthly monitoring sessions. **Evaluation/Assessment focus:** Evaluation is based on effective comprehension, inference skills, understanding of the main idea, attention to details, interpretation skills and successful engagement in communication by encoding and decoding the messages accurately and meaningfully.
- 2) **Evaluating the use of pronunciation: Objective:** To pronounce the target sounds, words, and phrases accurately and appropriately in context. **Indicators:** Clarity in articulation of target sounds, and phrases, appropriate and correct intonation and stress patterns and improvement in pronunciation over time. **Frequency:** Regularly, once in a month. **Evaluation tools:** An observation checklist and/or observation grids for monthly monitoring sessions. **Evaluation/Assessment focus:** Evaluation is based on accurate pronunciation of words, phrases and sentences, accurate use of intonation and stress patterns when speaking to/with others in the communication process, by using a checklist with descriptors such as "clear", "moderate", "needs to improve" and by giving oral feedback or through written notes for observation and monitoring sessions.
- 3) **Evaluating the use of the target vocabulary: Objective:** To select and use the target vocabulary accurately, meaningfully, and communicatively in context. **Indicators:** Accurate word choice, accurate and appropriate use of word types such as antonyms, synonyms, and word forms, integration of vocabulary in speaking and writing tasks accurately and appropriately in context. **Frequency:** During or after observation and monitoring on a regular basis, every two months. **Evaluation/Assessment tools:** A checklist, a rating scale, and/or rubrics. **Evaluation/Assessment focus:** Evaluation is based on the performance in using the target vocabulary in collaborative and communicative activities such as role play, dialogues, discussions, debates, presentations or individual activities such as writing paragraphs, stories, poems, summaries, fact files and taking part in vocabulary jigsaws, etc.
- 4) **Evaluating vocabulary recording: Objective:** To create personalised paper or digital dictionaries with word-related information, including definitions, antonyms, synonyms, word structure, etc. about the target vocabulary in context. **Indicators:** Regular entries with accurate definitions, antonyms, synonyms, relevance to the target content, organisation, meaningful content, continuity and order. **Frequency:** Every two months on a regular basis. **Evaluation/Assessment tools:** Oral and/or written feedback and a rubric scheme given to students in advance. **Evaluation/Assessment focus:** Evaluation is based on the categories such as accuracy, creativity, effort, completeness and organisation of the entries/submissions.
- 5) **Evaluating the use of target grammar: Objective:** Selecting and using the target grammar accurately and meaningfully in context. **Indicators:** Accurate and meaningful sentence structures in speaking and writing tasks, accurate and meaningful use of grammar in communicative activities. **Frequency:** During and after observation and monitoring on a regular basis. **Evaluation/Assessment tools:** A checklist, rating scale, and/or rubrics. **Evaluation/Assessment focus:** Evaluation is based on categories and criteria created in evaluation tools as in the following examples: An example of a checklist could be as follows: a) Sentences are complete: YES /NO. b) Word order is logical and clear: Yes/No etc. An example of a rating

scale with a 1-5 Likert scale could be as follows: (1) Errors interfere with meaning (2) Frequent errors, meaning is unclear (3) Errors are noticeable but do not interfere with meaning, (4) Minor errors, meaning is clear (5) Almost no errors). (An example grammar rubric table might include the following criteria and scores: 5 criteria could be used: accuracy, variety, consistency, structural control, appropriateness in the rubrics. They can be scored on 4 levels: (1) poor, (2) needs improvement, (3) good, (4) excellent. For instance, there may be items such as (1) inconsistent use of grammar, (2) inconsistencies distract from clarity, (3) few inconsistencies in grammar use, (4) grammar is consistent throughout the task).

- 6) **Evaluating reading and comprehension skills: Objective:** To read efficiently for comprehension by using various strategies such as reading aloud, speed reading, silent reading, and jigsaw reading. **Indicators:** Accurate understanding of texts and context, successful participation in various reading activities, responses to closed (display), semi-closed and open-ended questions in comprehension activities, increasing performance in paraphrasing, summarising, interpreting, deducing and critical thinking skills. **Frequency:** At least once in a month, on a regular basis. **Evaluation/Assessment tools:** An observation checklist and/monitoring grids, a rating scale, and/or rubrics, closed, semi-closed and open-ended/communicative asking-answering exercises and activities, paraphrasing, summarising and deducing sessions. **Evaluation/Assessment focus:** Evaluation will be based on reading fluency, effective comprehension, ability/capability to infer meaning from the text, to interpret text, and to generate critical thinking from the text.
- 7) **Evaluating speaking skills: Objective:** To talk or give oral presentations on the current content by using meaningful and appropriate language in context. **Indicators:** Effective use of relevant and appropriate target vocabulary, pronunciation and target grammar; fluency; clear organisation; rapport with the audience and delivery. **Frequency:** During observation of presentation sessions. **Evaluation/Assessment tools:** Rubrics, a rating scale, and/or a checklist for observation and monitoring. **Evaluation/Assessment focus:** Evaluation will be based on fluency, coherence, accurate and meaningful use of language with target vocabulary, pronunciation, and grammar in context, audience engagement and successful participation in communication by encoding and decoding the messages accurately and meaningfully.
- 8) **Evaluating participation and engagement in dialogues: Objectives:** To take turns in dialogues meaningfully and efficiently by using relevant and appropriate target vocabulary and grammar in context. **Indicators:** Proper and accurate use of language with target vocabulary and grammar in context, effective turn-taking, engagement and participation in teacher-student and student-peer dialogues, correct and meaningful responses, clear explanations, engaging in effective and meaningful communication. **Frequency:** Regularly, during classroom activities. **Evaluation/Assessment tools:** An observation checklist and/or rubrics for observation and monitoring. **Evaluation/Assessment focus:** Evaluation is based on observed and monitored pair work interactions, collaboration, content relevance, accurate and meaningful use of language with target vocabulary, pronunciation, and grammar in context and successful engagement in communication process by encoding and decoding the messages accurately and meaningfully.
- 9) **Evaluating participation and engagement in group work: Objective:** To collaborate and participate group work activities meaningfully and efficiently by using relevant and appropriate target vocabulary, pronunciation, and grammar in context. **Indicators:** Effective performance of roles, participation, contribution to group outcomes, efficient and effectively and meaningfully. **Frequency:** Monthly during and after observation and monitoring sessions. **Evaluation/Assessment tools:** An observation checklist, a rating scale, and/or rubrics. **Evaluation/Assessment focus:** Evaluation is based on collaboration, content relevance, accurate and meaningful use of language with target vocabulary, pronunciation, and grammar in context, and successful engagement in communication process by encoding and decoding the messages accurately and meaningfully.
- 10) **Evaluating participation and engagement in drama work: Objectives:** To present, engage in and participate in drama activities such as pantomime stories, role plays, plays and presentations by using effective and meaningful language with target vocabulary and/or the target grammar through acting.

Indicators: Engagement, creativity, rapport with the audience, accurate and meaningful use of language with target vocabulary, pronunciation, and grammar in context. **Frequency:** Monthly during and after observation and monitoring sessions. **Evaluation/Assessment tools:** Rubrics, a rating scale, and/ or a checklist. **Evaluation/Assessment focus:** Evaluation is based on collaboration, content relevance, accurate and meaningful use of language with target vocabulary, pronunciation, and grammar in context, presentation skills, successful engagement in communication process by encoding and decoding the messages accurately and meaningfully.

- 11) **Evaluating self-productions: Objective:** To prepare and produce personal products such as digital diaries/ journals, voice recordings, visual recording, projects, portfolios, short films, documentaries, scenarios, blogs, vlogs and so on related to the target theme including the use of target vocabulary, pronunciation, and grammar at school and at home, and to present them to the class at school. **Indicators:** Content relevance, meaningful and accurate use of language with target vocabulary, pronunciation, and grammar in context, accurate, efficient and effective use of supplementary materials. **Frequency:** Monthly during and after observation and monitoring sessions. **Evaluation/ Assessment tools:** Rubrics, a rating scale, a written feedback report and/ or a checklist. **Evaluation/Assessment focus:** Evaluation is based on material preparation skills, creativity, organisation, content relevance, coherence, presentation skills, effort, originality, accurate and meaningful use of language with target vocabulary, pronunciation, and grammar, and effective communication process.
- 12) **Evaluating writing skills: Objective:** To produce written tasks by developing portfolios including sentences, short texts, notes, paragraphs, essays, letters, reviews, response papers, fact files, emails, messages, plans, programmes, timetables, projects, reflective diaries/journals, posters, etc., by using target vocabulary and grammar meaningfully and accurately. **Indicators:** Engagement, creativity, coherence, content relevancy, accurate and meaningful use of language with target vocabulary, pronunciation, and grammar in context, effective presentation skills. **Frequency:** Every two weeks. **Evaluation/Assessment tools:** Rubrics or a marking scheme. **Evaluation/Assessment focus:** Evaluation will be based on organisation, creativity, originality, effort, content relevance, accurate and meaningful use of language with target vocabulary and grammar, and presentation skills.

1.3. THE ENGLISH LANGUAGE CURRICULUM: THEMES, LEARNING OUTCOMES, AND TIMETABLES

THE ENGLISH LANGUAGE CURRICULUM FOR PRIMARY EDUCATION

YEAR 2 (LEVEL: A1.1)

Basic Themes	Sub-themes	Number of Learning Outcomes	Time	
			Class Hours	Percentages (%)
1. SCHOOL LIFE	- Greetings and introductions at school - People and places at school - Days of the week - National and religious days and celebrations	23	11	15.28
2. CLASSROOM LIFE	- Classroom instructions and language - Classroom furniture, devices, and objects - Colours	23	11	15.28
3. PERSONAL LIFE	- Parts of the body and physical features - Clothes - Days of the week, ages, and birthdays - Weather conditions	23	11	15.28
4. FAMILY LIFE	- Family members and family members' physical appearances and physical features	23	11	15.28
5. HOMES & HOUSES & NEIGHBOURHOODS	- Parts, rooms, and furniture in the house - Pets in the house	23	11	15.28
6. LIFE IN THE CITY & THE WORLD	- Basic food types, items, and meals	23	11	15.28
ORIENTATION		-	2	2.78
REVISION PROGRAMME		-	-	-
EVALUATION AND ASSESSMENT		-	-	-
SCHOOL-BASED PLANNING*		-	4	5.56
TOTAL		138	72	100

YEAR 3 (LEVEL: A1.2)

Basic Themes	Sub-themes	Number of Learning Outcomes	Time	
			Class Hours	Percentages (%)
1. SCHOOL LIFE	- Greetings and introductions at school: People and places at school - Months of the year - Ages and birthday celebrations - National days and celebrations	23	10	13.89
2. CLASSROOM LIFE	- Classroom instructions and language - Classroom furniture, objects, and devices - School subjects - Seasons of the year	23	10	13.89
3. PERSONAL LIFE	- Parts of the body and physical features - Personal characters - Weather conditions - Clothing according to seasons and weather conditions - Preferences for clothing	23	10	13.89
4. FAMILY LIFE	- Family members - Ages of family members - Daily routines and chores of family members - Hobbies and abilities of family members	23	10	13.89
5. HOMES & HOUSES & NEIGHBOURHOODS	- Life in the countryside - Farmhouses and farm animals - Activities and chores on a farm	23	10	13.89
6. LIFE IN THE CITY & THE WORLD	- Food items and meals - Eating outside and ordering food	23	10	
ORIENTATION		-	4	5.56
REVISION PROGRAMME		-	4	5.56
EVALUATION AND ASSESSMENT		-	-	-
SCHOOL-BASED PLANNING*		-	4	5.56
TOTAL		138	72	100

YEAR 4 (LEVEL: A1.3)

Basic Themes	Sub-themes	Number of Learning Outcomes	Time	
			Class Hours	Percentages (%)
1. SCHOOL LIFE	- People at school - Daily routines and activities at school - Activities at present and favourite activities - Favourite months - National days and celebrations	23	10	13.89
2. CLASSROOM LIFE	- School subjects and classroom activities - Favourite school subjects and classroom activities now and in the past - Time, seasons of the year, favourite seasons	23	10	13.89
3. PERSONAL LIFE	- Physical appearances and personality - Clothing and clothing preferences - Hobbies and abilities now and in the past - Weather - Comparisons	23	10	13.89
4. FAMILY LIFE	- Family members' jobs - Family members' long-lasting habits - Family members' errands (now and in the past) - Places for services in the neighbourhood - Comparisons	23	10	13.89
5. HOMES & HOUSES & THE NEIGHBOURHOOD	- Life on the seaside - Sea/marine animals and their habitats - Activities of sea/marine animals - Dangers for sea/marine animals - Types of houses by the water	23	10	13.89
6. LIFE IN THE CITY & THE WORLD	- Healthy and unhealthy food - National and international dishes - Countries - Holidays	23	10	13.89
ORIENTATION		-	4	5.56
REVISION PROGRAMME		-	4	5.56
EVALUATION AND ASSESSMENT		-	-	-
SCHOOL-BASED PLANNING*		-	4	5.56
TOTAL		138	72	100

- This is the amount of time for the studies (out-of-school learning activities, research and observation, social activities, project studies, local studies, reading studies, etc.) decided to be carried out within the scope of the course by the English Language Departments. The time allocated for these studies is planned during the academic year and displayed in yearly plans. Within the scope of school-based planning, the lesson hours determined at the relevant class level are used to guide students to be able to do plans and carry out studies to contribute to their academic and personal development.

THE ENGLISH LANGUAGE CURRICULUM FOR LOWER SECONDARY EDUCATION

YEAR 5 (LEVEL: A2.1)

Basic Themes	Sub-themes	Number of Learning Outcomes	Time	
			Class Hours	Percentages (%)
1. SCHOOL LIFE	- People, places, and rules at school - School clubs - Countries - National days and celebrations	23	10	9.26
2. CLASSROOM LIFE	- Classroom rules and language - School subjects - Timetables - Classroom objects - Days of the week - Time	23	10	9.26
3. PERSONAL LIFE	- Basic body parts and physical features - Clothes - Daily routines and activities	23	10	9.26
4. FAMILY LIFE	- Family members' routines - Family members' hobbies and activities	23	10	9.26
5. LIFE IN THE NEIGHBOURHOOD & CITY	- Places for recreation and attractions in the neighbourhood and city - Different types of houses	23	10	9.26
6. LIFE IN THE WORLD	- Basic food types - Ordering in a restaurant - Food events in the city	23	10	9.26
7. LIFE IN NATURE	- Types of animals in nature - Wild animals in nature - Their habitats	23	10	9.26
8. LIFE IN THE UNIVERSE & FUTURE	- Planet Earth - Holidays - School holidays, places, activities, and plans for holidays	23	10	9.26
ORIENTATION		-	4	3.70
REVISION PROGRAMME		-	4	11.11
EVALUATION AND ASSESSMENT		-	6	5.56
SCHOOL-BASED PLANNING*		-	6	5.56
TOTAL		138	108	100

YEAR 6 (LEVEL: A2.2)

Basic Themes	Sub-themes	Number of Learning Outcomes	Time	
			Class Hours	Percentages (%)
1. SCHOOL LIFE	- Roles and responsibilities at school - School routines - National days and celebrations	23	10	9.26
2. CLASSROOM LIFE	- Daily and study routines - Learning activities in the classroom - Cardinal numbers 100-500 - Ordinal numbers 1-50	23	10	9.26
3. PERSONAL LIFE	- Body parts, physical appearance and clothes - Personality and character	23	10	9.26
4. FAMILY LIFE	- Family members' jobs, working places, and job routines - Different types of family homes and houses	23	10	9.26
5. LIFE IN THE NEIGHBOURHOOD & CITY	- Festivals and events in the neighbourhood and city - Transportation in the neighbourhood and the city	23	10	9.26
6. LIFE IN THE WORLD & CULTURE	- Countries, nationalities, and languages in the world, food types and events from different parts of the world	23	10	9.26
7. LIFE IN NATURE & GLOBAL PROBLEMS	- Activities in nature - Environmental problems in the world and solutions	23	10	9.26
8. LIFE IN THE UNIVERSE & FUTURE	- Planets and the Earth as a planet - Life on Earth in the future	23	10	9.26
ORIENTATION		-	4	3.70
REVISION PROGRAMME		-	12	11.11
EVALUATION AND ASSESSMENT		-	6	5.56
SCHOOL-BASED PLANNING*		-	6	5.56
TOTAL		184	108	100

YEAR 7 (LEVEL: A2.3)

Basic Themes	Sub-themes	Number of Learning Outcomes	Time	
			Class Hours	Percentages (%)
1. SCHOOL LIFE & EDUCATION	- Extra-curricular activities at school - Competitions and celebrations at school - National days and celebrations	24	14	9.72
2. CLASSROOM LIFE & LEARNING	- Technological tools for learning - Learning activities in the classroom - Cardinal numbers (500-1000) - Ordinal numbers 50-100	24	14	9.72
3. PERSONAL LIFE & WELL-BEING	- Body parts, illnesses, and keeping good health - The place of technology in people's lives	24	14	9.72
4. FAMILY LIFE & HOME	- Family members' hobbies (sports, books, films, music, cooking) - Generation gap in the family: problems and solutions	24	14	9.72
5. LIFE IN THE NEIGHBOURHOOD & CITY AND SOCIAL LIFE	- Public services in the neighbourhood and city - Life in different kinds of cities	24	14	9.72
6. LIFE IN THE WORLD & CULTURE	- Capitals, landmarks, famous places, and activities in capitals - Sports events in different parts of the world	24	14	9.72
7. LIFE IN NATURE	- Animals and natural resources in nature - Protecting animals and nature	24	14	9.72
8. LIFE IN THE UNIVERSE & FUTURE	- Space technology - Life in the future with robots	24	14	9.72
ORIENTATION		-	4	2.78
REVISION PROGRAMME		-	16	11.11
EVALUATION AND ASSESSMENT		-	6	4.17
SCHOOL-BASED PLANNING*		-	6	4.17
TOTAL		192	144	100

YEAR 8 (LEVEL: A2.4)

Basic Themes	Sub-themes	Number of Learning Outcomes	Time	
			Class Hours	Percentages (%)
1. SCHOOL LIFE & EDUCATION	- School events and celebrations (sports, music, drama) - Developing the environment - National days and celebrations	24	14	9.72
2. CLASSROOM LIFE & LEARNING	- Preferences for different learning activities - Preferences for different learning technologies	24	14	9.72
3. PERSONAL LIFE & WELL-BEING	- Mobile phones and their impact on health and social life - Personal preferences for films and visual arts	24	14	9.72
4. FAMILY LIFE & HOME	- Relationships, problems, and solutions in the family - Different houses and living styles	24	14	9.72
5. LIFE IN THE NEIGHBOURHOOD & CITY & SOCIAL LIFE	- Sports events in the city and rural areas - Pros and cons of living in rural areas and in the city	24	14	9.72
6. LIFE IN THE WORLD AND CULTURE	- Different cooking styles and preferences in the world - Different food cultures in the world	24	14	9.72
7. LIFE IN NATURE & GLOBAL PROBLEMS	- Natural disasters and their damage on animals and nature - Natural disasters and their damage on people's lives	24	14	9.72
8. LIFE IN THE UNIVERSE & FUTURE	- Transport in the future - Self-driving cars - Flying vehicles in the future	24	14	9.72
ORIENTATION		-	4	2.78
REVISION PROGRAMME		-	16	11.11
EVALUATION AND ASSESSMENT		-	6	4.17
SCHOOL-BASED PLANNING*		-	6	4.17
TOTAL		192	144	100

- The time allocated for the studies (out-of-school learning activities, research and observation, social activities, project studies, local studies, reading studies, etc.) decided to be carried out within the scope of the course by the English Language Departments. The time allocated for studies is planned during the academic year and displayed in yearly plans. Within the scope of school-based planning, the lesson hours determined **at all levels of English Language Programme for Lower Secondary Education** are used to guide students to be able to do plans and carry out studies to contribute to their academic and personal development.

1.4. ENGLISH COURSEBOOKS FOR PRIMARY EDUCATION/SCHOOLS- FORM NUMBERS AND BOOK SIZES

COURSEBOOKS	PAGE NUMBERS FOR EACH THEME	FORM NUMBERS *	BOOK SIZES
COURSEBOOK ENGLISH-YEARS 2-3-4	16 X 6	10-14	19,5 cm X 27,5 cm
WORKBOOK ENGLISH-YEARS 2-3-4	8 X 6	3-7	19,5 cm X 27,5 cm
TEACHER'S BOOK ENGLISH-YEARS 2-3-4	16 X 6	10-14	19,5 cm X 27,5 cm

- The number of forms here indicates the minimum and maximum limits but they can be changed.

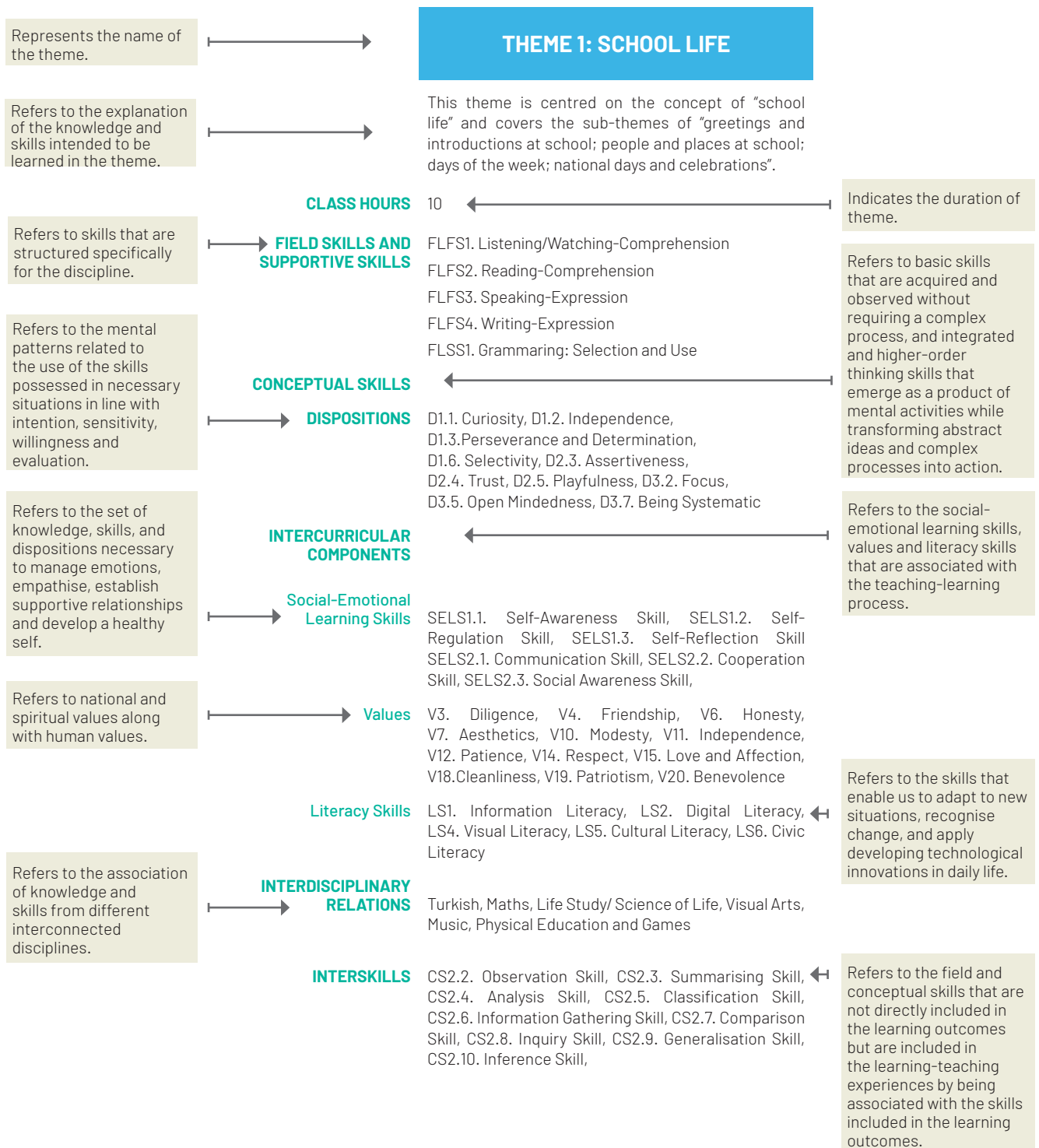
1.5. ENGLISH COURSEBOOKS FOR LOWER SECONDARY EDUCATION/SCHOOLS- FORM NUMBERS AND BOOK SIZES

COURSEBOOKS	PAGE NUMBERS FOR EACH THEME	FORM NUMBERS *	BOOK SIZES
COURSEBOOK ENGLISH-YEARS 5-6-7-8	14 X 8	10-14	19,5 cm X 27,5 cm
WORKBOOK ENGLISH-YEARS 5-6-7-8	6 X 8	4-8	19,5 cm X 27,5 cm
TEACHER'S BOOK ENGLISH-YEARS 5-6-7-8	14 X 8	10-14	19,5 cm X 27,5 cm

- The number of forms here indicates the minimum and maximum limits but they can be changed.

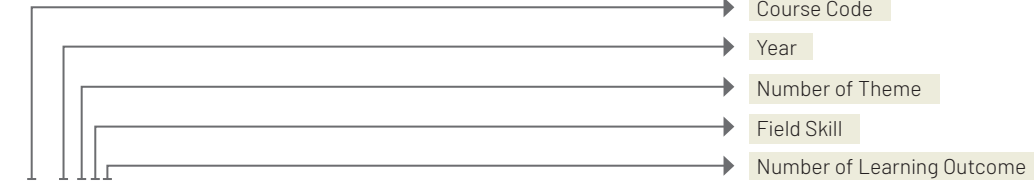
1.6. STRUCTURE OF THE ENGLISH LANGUAGE CURRICULUM

The English Language Curriculum has a theme-based foundation and has been designed to be applied in these programmes: Primary Education, years 2-3-4; Lower Secondary Education, years 5-6-7-8; Upper Secondary Education, years 9-10-11,12; Multilingual Foreign Language Education Model, Lower Secondary Education, years 5-6-7-8; Upper Secondary Education with Preparatory Year and years 9-10-11-12. The thematic sequence of The English Language Curriculum is based on 8 main themes and each main theme is divided into at least three or two sub-themes and the content details are constructed accordingly. The structure of the themes and the explanations related to this structure are presented below in a systematic nature.



Refers to the knowledge, skills, and process components of skills that are intended to be acquired by the student at the end of learning-teaching experiences.

→ LEARNING OUTCOMES and PROCESS COMPONENTS



ENG.2.1.L1. Pupils can

- a) Pupils activate their pre-existing knowledge and experiences related to the current theme and content, by recalling it in her/his own language in their minds.

CONTENT FRAME

SCHOOL LIFE:

Sub-themes: Greetings and introductions at school; places, and people at school; days of the week; national and religious days and celebrations.

Refers to the set of information covered in the learning process (boundaries of the section/topic/sub-theme).

Refers to the main generalisation, principles and key concepts of the discipline.

→ Generalisations/Principles/Key Concepts

Generalisations

This theme is based on the pupils' knowledge of the school, its parts, places, and people, and how to introduce and greet people there in English. As Year 2 Primary school pupils, they can know what a school is, what its parts and places are, and what kind of people are in it, and how to introduce and greet people in it.

Refers to the evaluation of learning outcomes and appropriate measurement and evaluation tools.

Refers to the implementation of learning-teaching experiences that are aligned with the targeted student profile and fundamental learning approaches.

→ LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on pupils' knowledge of "school life" with its components such as greetings and introductions at school; people and places at school; days of the week; national days and celebrations in their own language.

Refers to the knowledge and skills that are assumed to be brought from previous learning-teaching processes.

Refers to the evaluation of the prior knowledge and skills required to learn new information and skills and the determination of interests and needs in the learning process.

→ Pre-Evaluation Process

It is expected that the physical, cognitive, affective, and social factors are appropriate and suitable for pupils to learn about the concept of "school" and to gain the knowledge of "what a school is, what parts and places it can have, and what kind of people are in it" in English.

Refers to establishing a relationship between existing knowledge and skills and newly acquired knowledge and skills, and thus establishing a connection between newly acquired knowledge and skills and daily life experiences.

Establishing Links

Pupils recall the concepts and associations related to the topic/theme "school life" by using their pre-existing background knowledge about it (imaginatively through thinking) to make links with the present activities in the theme in English without translating anything and without speaking any Turkish.

Refers to learning-teaching experiences related to various expansion and support for students with different learning profiles.

→ DIFFERENTIATION

Expansion

Objective: To practise the concept of "school" and develop reading skills by focusing on the target vocabulary

Activity 1: Limited Reading and Writing Practice

Pupils are given a worksheet with visuals related to the concept of "school".

Refers to learning-teaching experiences that provide students who are more advanced than their peers with expanded and in-depth learning opportunities and develop their knowledge and skills.

Refers to learning-teaching experiences adapted in terms of environment, content, process and product for students who need more time and repetition in the learning process.

Supporting

Objective: To practise the concept of "school" and develop reading skills by focusing on the target vocabulary

Activity 1: Reading and Writing Practice

Pupils are given a worksheet containing visuals related to the concept of "school", with each visual having the English equivalent of the word written in dots underneath.

Refers to the evaluation by teachers themselves of the strengths and improvement needs of the teacher and the curriculum.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.

2. THE THEMES IN THE ENGLISH LANGUAGE CURRICULUM

PRIMARY-YEAR 2 (LEVEL: A1.1)

THEME 1: SCHOOL LIFE

Sub-themes: Greetings and introductions at school; people and places at school; days of the week; national and religious days and celebrations

This theme is centred on the concept of “school life” and covers the sub-themes of “greetings and introductions at school; people and places at school; days of the week; national days and celebrations”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 11

FIELD SKILLS AND SUPPORTIVE SKILLS FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Gramming: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V14. Respect, V15. Love and Affection, V18. Cleanliness, V19. Patriotism, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Life Study/ Science of Life, Visual Arts, Music, Physical Education and Games

INTERSKILLS CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 2 is structured based on holistic approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.2.1.L1. Pupils can get ready for the listening/watching-comprehension process for the current content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations”.

- a) *Pupils activate their pre-existing knowledge and experiences related to the current theme and content, by recalling it in her/his own language in their minds.*
- b) *Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content, by responding to simple questions with physical actions without speaking Turkish or without having a translation.*
- c) *Pupils make simple predictions about the current content, by using pre-existing knowledge and experience based on the realia, pictures, and context.*

ENG.2.1.L2. Pupils can bring information about the current content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” together with key details and main components while listening/watching it.

- a) *Pupils make simple predictions about the current content based on the surrounding audio/visual elements scattered around the classroom in relation to the current theme.*
- b) *Pupils comprehend the topic of the current content by listening (to)/watching it as a whole without having intervals.*
- c) *Pupils recognise concrete/simple/basic details and components within the whole introductory content by watching and listening to it by noticing the basic components.*

ENG.2.1.L3. Pupils can make meaning of/derive meaning from the current content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” through details by listening/watching it carefully.

- a) *Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept.*
- b) *Pupils locate the components of the current content within the whole by listening and watching it.*
- c) *Pupils make simple and basic classifications of the current content when necessary by grouping components, words, and other aspects with the help of visuals.*
- d) *Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components, words, and other aspects with the help of visuals.*
- e) *Pupils recognise very concrete/simple/basic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components.*
- f) *Pupils internalise the current content personally in an age- and level-appropriate manner, recognising that it is about her/his present life at school.*

ENG.2.1.L4. Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” in a very simple way.

- a) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content in a very simple way.*
- b) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content by sharing them with others in a very simple way.*

ENG.2.1.P1. Pupils can select and use the target phonological elements of the current content about “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others.

- a) *Pupils listen to/watch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups, and individually.*
- c) *Pupils recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Pupils use the target theme-specific phonological elements of the current content appropriately, spontaneously, and effectively when communicating with others.*

ENG.2.1.R1. Pupils can get ready for the reading-comprehension process about the current content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations”.

- a) *Pupils activate their pre-existing knowledge and past experiences related to the current theme and content.*
- b) *Pupils recognise simple and basic relationships between their pre-existing knowledge, past experiences, and clues to the current content.*
- c) *Pupils make simple preliminary predictions about the current content based on recognised relationships.*

ENG.2.1.R2. Pupils can bring information about the current content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it.*
- b) *Pupils grasp the topic of the current content generally by looking at the surrounding audio/visual materials quickly through skimming.*
- c) *Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning.*

ENG.2.1.R3. Pupils can make meaning of/derive meaning from the current content about “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” by reading it carefully.

- a) *Pupils check the current content in detail for the accuracy of initial predictions that are made earlier.*
- b) *Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- c) *Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- d) *Pupils recognise basic horizontal/vertical relationships within the current content that contribute to the perception of it in a simple and meaningful way.*
- e) *Pupils make simple, basic, and meaningful inferences from the information in the current content by examining it.*
- f) *Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level.*

ENG.2.1.R4. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply.*

ENG.2.1.V1. Pupils can select and use the target vocabulary of the current content about “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils hear/view target vocabulary in the current content as a whole in context.*
- b) *Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearing/watching the target material and source, together with pointing to the pictures displayed in class.*
- c) *Pupils recognise the use of the target words in the target material and source, by listening/watching it several times and seeing how and where the target words are used to describe the current concept.*
- d) *Pupils associate the contextual meanings of target words reinforced and recognised through whole class, group and individual repetition, with pre-existing conceptual meanings in mind.*
- e) *Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class, group, and individual repetition.*
- f) *Pupils make use of the semantically related target vocabulary in a spontaneous, authentic and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge (in Turkish in his/her mind).*
- g) *Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends, family and other people outside the school by being aware of their differences.*

ENG.2.1.G1. Pupils can select and use the language including target grammatical elements of the current content about “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils become familiar with the current content by listening, viewing, and reading it several times.*
- b) *Pupils reinforce familiarity with the target content by listening to/watching it several more times if necessary, through the recognition of actions involved in it.*
- c) *Pupils listen to/watch an audio/visual/written presentation of current content with target language chunks representing target language use, narrated through body language and verbal repetition.*
- d) *Pupils gain auditory/visual awareness by listening/watching/reading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition.*
- e) *Pupils repeat target language chunks many times in the current auditory/visual/written context many times, without knowing, analysing, or thinking about their rules, verbally, automatically and by pointing.*

- f) *Pupils repeat the auditory/visual/written content containing target language chunks many times automatically, naturally, and verbally within short, simple, and meaningful sentences without knowing, analysing, or thinking about their rules.*
- g) *Pupils act out physically the language chunks in the heard/viewed/seen content without knowing, analysing, or thinking about their rules.*
- h) *Pupils repeat the language chunks in the auditory/visual/written content automatically and act them out simultaneously and physically without knowing, analysing, or thinking about their rules.*
- i) *Pupils automatically select and use similar target language chunks related to the current content heard/seen/read in oral communication without knowing, analysing, or thinking about their rules.*

ENG.2.1.W1. Pupils can get ready for the writing-expression process about the current content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” in an age- and level-appropriate way.

- a) *Pupils activate their pre-existing knowledge and experiences used in the initial processes of listening/viewing (and/or reading) and associate it with the current content in a simple way.*
- b) *Pupils understand correctly what the current writing task is as guided and assigned.*

ENG.2.1.W2. Pupils can copy the model/example on the writing task about the current content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” based on the model/example provided to practise for further writing activities.

- a) *Pupils rewrite model/example content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills.*

ENG.2.1.W3. Pupils can organise and form a content for the assigned writing task on the current content “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” based on the model/example provided.

- a) *Pupils organise a very simple, short, and meaningful content for a prepared and/or unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type, age, and language level.*

ENG.2.1.W4. Pupils can practise writing by constructing content for the assigned writing task on the current content “greetings and introductions at school; people and places at school; days of the week; national days and celebrations”.

- a) *Pupils use materials, structural features, discourse forms, and punctuation appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task.*
- b) *Pupils select and use target words, language chunks, and social language expressions appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task related to the theme.*
- c) *Pupils express simple messages clearly for a prepared and/or unprepared writing task related to the current theme.*

ENG.2.1.W5. Pupils can reorganise and use information by reconstructing it in the new written tasks about the “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” to communicate with other people.

- a) *Pupils use similar information from the current content in different contexts by simply, meaningfully, and individually reorganising it.*
- b) *Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others.*

ENG.2.1.W6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process very simply.*
- b) Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply.*

ENG.2.1.S1. Pupils can get ready for speaking-expression process about the current content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” with the help of supplementary audio-visual materials.

- a) Pupils become familiar with model/example content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listening/watching/reading and associating it with the current content.*

ENG.2.1.S2. Pupils can imitate the model/example for producing verbal content about the current theme on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations”.

- a) Pupils become familiar with the model/sample content through repetition and imitation in context while and after listening (to)/watching it with the help of audio-visual aids.*

ENG.2.1.S3. Pupils can organise simple new verbal content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” by speaking accurately, efficiently, and authentically.

- a) Pupils design simple new verbal content by imitating model/sample content for prepared and/or unprepared speaking situations based on the model/sample that was listened (to)/watched earlier.*
- b) Pupils organise simple new verbal content by imitating model/sample content for prepared/unprepared speaking situations, appropriate to the model/sample, context, age, and language level.*

ENG.2.1.S4. Pupils can form a simple new verbal content on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” through reconstruction by speaking accurately, efficiently, and authentically.

- a) Pupils select and use accurate pronunciation, discourse forms, target words and language chunks for prepared and/or unprepared speaking situations, by imitating model/example content, appropriate to age and language level.*
- b) Pupils select simple and contextually appropriate content/information quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the model/sample, age, language level, and context (question-answer, pointing and saying, selecting and saying, etc.) within the given (thinking) time.*
- c) Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way (short monologues, dialogues, show and tell, pantomime drama, etc.).*
- d) Pupils express messages in a concrete, simple, and clear way for the listener in prepared and/or unprepared speaking situations together with mimics, gestures, and body language.*

ENG.2.1.S5. Pupils can reorganise and use information about the current theme on “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” by reconstructing it to communicate with other people.

- a) Pupils use the presented information in different contexts in a simple, natural, accurate and necessary way by reorganising it individually and verbally.*

- b) Pupils engage in verbal communication by sharing the reconstructed meaningful information with others.*

ENG.2.1.S6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “greetings and introductions at school; people and places at school; days of the week; national days and celebrations” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process in a very simple way.*
- b) Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way.*

CONTENT FRAME

SCHOOL LIFE:

Sub-themes: Greetings and introductions at school; places, and people at school; days of the week; national and religious days and celebrations.

Target Vocabulary in Use (with revisional vocabulary):

People in the school: A teacher, a pupil (pupil), a headmaster/headmistress (principal-AmE.), a friend, a boy, a girl, a kid.

Places in the school: A classroom, a lunch hall (lunchroom), a canteen, a library, a sports hall, a garden, a playground, a teacher's room.

***National and religious days, festivals, and celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social, and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Language Chunks in Use:

Language Chunks ("To be-present"): What's/is it/this? It's/is a/an...

Function: Asking what things and places are.

Language Chunks ("To be-present"): Who's she/he? She's Mr Aras. He's my English teacher. This is Mr/Mrs/ Miss Hopkins. She/He is a teacher/headmaster., etc.

Where is she? She is in the garden.

Function: Introductions and telling names.

Preposition: in.

Language Chunks ("To be-present"): What's your name? I'm/ am... / My name is...

Function: Introductions, asking and telling names.

Language Chunks (Imperatives): Come here, please.

Function: Giving commands, making requests (polite or firm) and giving instructions or directions.

Language Chunks ("To be-present"): What day of the week is it? What day is it today? It's/is Monday today.

Function: Asking and answering days of the week.

Personal Pronouns: I, he, she, it, we, you, they.

Function: Referring to the speaker as the subject.

Demonstrative pronoun: This.

Function: Referring to something specific that is close to the speaker in space, time, or context.

WH-question words: What, who, where.

Function: Asking what a thing is, who a person is.

Greetings:

Good morning! Hello!, Hi!..

How are you? I'm fine, thanks! And you?

Target Social Language in Use:

Excuse me!, Sorry!, That's OK!, Sure! Goodbye!, Bye!, See you tomorrow!, Hurray!, Welcome!, Well done!,

Thank you!, Nice!, Really!, That's great!, Let's start!, Look!, Good morning everybody!, Can I sit here?, Nice to meet you!

Target Phonological Sounds in Use:

a, b

Vowel a:

a: (/ae/, /aei/, /ə/, /a:/, /ei/, /a:/, /a/, /ɔ:/, /eə/)

Consonant: b

b: (/b/)

*No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

This theme is based on the pupils' knowledge of the school, its parts, places, and people, and how to introduce and greet people there in English. As Year 2 Primary school pupils, they can know what a school is, what its parts and places are, and what kind of people are in it, and how to introduce and greet people in it. Pupils will know these and be able to express such situations in their own language but will not know how to say these things in another language if this has not yet been covered in the curriculum. The knowledge about the concept of "school" that they have in their own language would prepare them to identify the same concepts later in their foreign language, English in which they are assumed to be zero beginners.

Principles

School is presented as a place where certain parts, places, and people in it function as important components. School is an important context where initial social interactions of social communication such as greetings, salutations, and introductions are practised naturally and authentically in EFL.

Key Concepts

Greetings, introductions, people, places, greetings at school, introductions at school, people at school, places at school, days of the week, national days, celebrations and religious days.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Pupils draw a school picture or make a cardboard model and stick the pictures of models of some places and people in it. They copy the words that go with the pictures and do a show-and-tell to introduce them to the class. This performance will be evaluated using rubrics.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on pupils' knowledge of "school life" with its components such as "greetings and introductions at school; people and places at school; days of the week; national days and celebrations" in their own language. Pupils' experience as being a pupil in a primary school is accepted as a basis for this theme. As the pupils are seven-year-old children, they can know greetings and introductions at school; people and places at school; days of the week; national days and celebrations are in their own language, Turkish.

In the classroom, a fun warm-up activity which is not related to the theme "school" can be conducted as an ice-breaking session to help learners be ready for the whole learning process in the class with positive feelings for their well-being. This can be an activity such as a short game, a physical activity, listening to a song/chant/rhyme and so on which will not require any English knowledge and also there will not be a need to speak Turkish.

Pre-Evaluation Process

It is expected that the physical, cognitive, affective, and social factors are appropriate and suitable for pupils to learn about the concept of “school” and to gain the knowledge of “what a school is, what parts and places it can have, and what kind of people are in it” in English. As they are accepted as zero-beginners, there is nothing to remind them of English, but they can be supported to have a link for this concept in their own language, Turkish, without speaking it but thinking and imagining through it yet.

Before classroom activities, a tour of the school could be carried out with the pupils to help them recall their background knowledge about the concept of “school” in their own language, Turkish in relation to school, that is, places, people, and parts of the school without mentioning any English words just to remember what a school is and what the parts/places/people of it are. They can draw pictures of what they have seen during the tour when they go back to their classrooms. The activity can be evaluated with verbal praise.

Establishing Links

Pupils recall the concepts and associations related to the current topic/theme (concept) “school life” by using their pre-existing background knowledge about it (imaginatively through thinking) to make links with the present activities in the theme in English without translating anything and without speaking any Turkish. It is only thinking about the presented visuals in their own language about the current concept. It is assumed that pupils are suitable for learning about it in English, taking into account their age, level of interest, aptitude for foreign language acquisition and learning, attitudes towards foreign language learning, and learning styles. It is expected that pupils’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the current concept and related words and language chunks in English as a foreign language. Many activities may apply to calling the background knowledge of pupils. For example, they can point correctly to a visual such as a picture, poster, cartoon etc. of the current concepts in the theme in it correctly when they are given instructions by the teacher with English, Turkish and/or with mimics and gestures. Pupils give responses by pointing out relevant so-called pictures without speaking any English and/or Turkish. Any other similar activities could be used to activate students’ background knowledge and to establish links.

In this way, connections are made between pre-existing knowledge about the current content (in their minds) in their own language and the present information about the current content through meaningful contextualised activities with visuals within the theme.

Learning-Teaching Practices

WARM UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme, to prepare the pupils emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the pupils feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as playing a short game, doing a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, saying a tongue twister, etc. that has no relation or connection to the current theme and does not require any knowledge of English. This is done only for fun and relaxation. **(D2.5, SELS2.1, V12.1, LS2, LS4).**

INTEGRATION OF LANGUAGE SKILLS IN THE THEME:

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around a central topic and sub-themes, allowing pupils to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where pupils engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.2.1.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: After having an activity about the current theme during the background recall session, pupils can have a vision of “school life” in their minds, so a further concept check would help them prepare for the current theme (**D3.2, SELS1.1, V3.2, V14.3, V18.2, LS1, CS2.11, CS2.16.2**). For instance, the teacher could bring into the classroom and show a card model of a school and sets of pictures about the components of it. The teacher then asks the pupils to point to the pictures in or on the model. She/He asks what they think the topic of the main context of the theme, the introductory digital story, that they are going to watch is about (**V3.3, LS2, LS4, CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme. It is both an entry material and the main context to the whole theme at the same time. (A 3-D model of a school can also be created using Web 2.0 programmes.) They can guess the sub-concepts of school life, so they can easily understand that the current theme will be “school life” (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.4, V14.3, V18.2, LS1, LS2, LS4, LS5, CS2.10, CS2.17**).

ENG.2.1.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: To have access to the current theme, the teacher asks the pupils to watch the introductory digital story carefully recalling the pictures shown earlier (**CS2.11**). The introductory digital story is watched to identify the target theme “school life with greetings and introductions at school; people and places at school; days of the week; national and religious days and celebrations” as a whole, without stopping the video at any point, so that the pupils can understand the theme/topic holistically (**D3.2, SELS1.1, V3.3, V14.3, V19.1, V19.2, LS1, LS2, LS4, LS5, CS2.14, CS2.16.2**).

ENG.2.1.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw the pupils’ attention to the content about school life and its relevant components, some pictures are brought into the classroom by the teacher. The teacher brings a necessary number of large boxes for the pictures (some symbols are stuck on the boxes for school life with greetings and introductions at school; people and places at school; days of the week; national and religious days and celebrations and puts the boxes on the table. She/He puts the corresponding picture into the related box when the corresponding vocabulary is mentioned in the introductory digital story without stopping the video while the pupils watch the story (**V3.3, V14.3, V18.2, V19.1, V19.2, LS1, LS5**). When they have watched the whole story, the teacher shows the items in the boxes on the table and asks some simple display questions about it. In this way, the teacher could carry out a monologue and also engage in a dialogue with the whole class to check that they have recognised the theme as a whole through its components, which can be used to check their learning as described in item (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, SELS2.1, V4.2, V6.1, LS2, LS4, CS2.8**). After watching the introductory digital story, the teacher takes all the pictures out of the boxes and puts them back on the table again and says the word “school life” several times aloud, and the pupils repeat after her/him. In this way, the main vocabulary of the theme “school life” is introduced to the pupils in English. To remember the sequence of the scenes with the parts, places, and people in the “school life” in the introductory digital story, the teacher shows the mixed images/pictures of the scenes on the Smart Board and asks the pupils to look at the images/ pictures of these scenes for a while (**CS2.3**). She/He then asks them to order the scenes in pairs with the mixed paper pictures she has already given to the pupils (**SELS2.2, V3.4, V14.3, V4.2, V18.2, LS1, LS2, LS5**). When the pairs have finished sorting the pictures for scenes of the story, the teacher asks the pupils to take turns or volunteer to order the scenes on the screen of the Smart Board (or the pictures on the blackboard (**SELS1.2, V4.1, V14.1, V20.4, LS4, CS2.6, CS2.10**). This will help the teacher organise the story as a whole so that the pupils can identify the main theme and the components of the theme through their memories (**D1.2, D1.6, D2.3, CS2.12**).

ENG.2.1.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V7.2**). Some volunteer pupils express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, V20.4, LS5, LS6**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V10.3**).

ENG.2.1.P1.

RECOGNITION OF TARGET PRONUNCIATION: To recognise the pronunciation of the new target words, language chunks, and social language expressions about the theme “greetings and introductions at school; people and places at school; days of the week; national and religious days and celebrations”, the teacher puts on the table the pictures and boxes that she/he has previously used. She/He holds up each picture and asks the pupils to repeat each word aloud a few times as a whole class after listening to the recordings she/he has prepared beforehand using some Web 2.0 programmes. She/He puts the picture in the correct box about the group corresponding to the word while repeating the words with the whole class (**V3.4, V14.3, V18.2, V19.1, V19.2, LS1, LS4, LS5, CS2.16.3**). The teacher could offer variations with some techniques, such as showing the picture of the target words about school to the pupils to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both. To help the pupils pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers, using the shadow technique, in which pupils immediately repeat whatever the teacher is saying or the story, without pausing (**D1.3, SELS1.2, SELS2.1, V3.4, V7.1, LS2 CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be extended with different forms of TPR activities, e.g. first the teacher says the target words for the school and its components, the pupils listen; then the teacher says the target words and acts them out, the pupils repeat after her/him (**SELS2.1, CS2.6**). Then the teacher and the pupils say the target words and act them out together at the same time. Then the pupils say the words, and the teacher acts them out (**V3.4, V4.2, V15.1, LS4**). These “school life”-related actions can be done through the actions which can be done in the school, but they are only used for acting without teaching them as verbs in English. For instance, they can pretend to do things according to the topic. As a variation, they can also repeat the words after the teacher happily, sadly, angrily etc. using different tones of voice through TPR techniques (**SELS2.3, V11.1, V12.2, V14.3, LS5, CS2.9**). Then some groups of pupils say the words, some groups of pupils act them out. While doing the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom. Some action sequences are also created through which the pupils can practise the social language expressions of the theme in a fun way by repeating, pointing, and miming in several games. Several fun pronunciation games could be played where pupils whisper a target word into the ears of their peers forming a chain and the last person says it aloud and the class checks if the word is pronounced correctly or not (**D2.5, SELS2.1, SELS2.2, V4.3, V4.4, V6.2, LS6, CS2.12**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.1.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading activities throughout the theme when and where necessary with precise techniques and the necessary amount. Reading is quite limited for this age group and it is done in two ways in the theme, by using a short extract from the written version of the introductory digital story and/or additional short reading texts in reading sections of the teaching materials to be used. The texts are very short, precise, and simple, as they are

limited reading texts. Various reading styles including reading aloud, chorus reading, silent reading, and speed reading are used as main styles. Basic reading techniques such as skimming, scanning, and reading for detail are used in very simplified ways. Pre-reading, while-reading and post-reading phases are used in a simplified and age-appropriate way in the theme. The ultimate aim of reading practice is to increase comprehension, improve fluency, develop pre-critical thinking skills, support the ability to comprehend and help talk/write about the content in a meaningful and communicative way. In this way pupils' language and communicative competence improve gradually **(V3.2, LS1, LS4, CS2.3, CS2.6, CS3.3)**. For the initial stage of reading, the teacher asks the pupils to look at quickly the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme on "greetings and introductions at school; people and places at school; days of the week; national and religious days and celebrations" **(V3.3, V14.3, V18.2, V19.1, V19.2, LS2, LS4, LS5, CS2.8)**. At this stage, the teacher could ask the pupils to read the title/heading of the content and ask the pupils which words they already know, and which come to mind in connection with the title by showing them a list of words and corresponding pictures to choose the ones they know **(SELS1.1, V3.4, LS1, CS2.16.2)**. She/He reminds them not to ask for the meanings of new words or the words they do not know. She/He reminds them that this is only a recalling activity to check the words they know and that there will be time to work on the new words of the new theme later **(D3.2, D3.6, V12.1, CS2.10, CS2.12)**.

ENG.2.1.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: To see the written forms of the target words and to do some simple reading, the teacher asks the pupils to look at the Smart Board where she/he shows a 3-D house model of "school life" (that she/he has used earlier). Next to each item, the written form of the word is provided on the model. The teacher asks the pupils to read the words first silently. The teacher then points to a word at random and asks the pupils to read it out loud as a whole class. Then she/he invites volunteers to come to the board and they point to different words and the rest of the class read them aloud as a chorus **(D2.3, SELS1, V3.4, V4.2, V14.3, V20.4, LS1, LS2, LS4, LS5, CS2.12)**.

ENG.2.1.R3.

MAKING MEANING THROUGH READING: The teacher then shows (a short extract from) the written version of the introductory digital story (or another text about the theme) on the blackboard/Smart Board. She/ He asks the pupils to read after her/him using the shadow reading technique as a whole class. She/He could also try different versions such as pyramid reading or radio reading techniques (reading silently for a while and then aloud, then silently, and so on) which are the combinations of silent and aloud reading using rhythms as prompts **(V3.4, V7.2)**. After reading the words/word groups/clauses in the content, pupils proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones **(SELS2.1, V3.3, LS1, LS4, CS2.14)**. From display to communicative open-ended, various types of questions are used to understand the meaning of the short and simple texts about "greetings and introductions at school; people and places at school; days of the week; national and religious days and celebrations" **(SELS3.1, SELS3.2, V14.3, V18.2, V19.1, V19.2, LS5)**. During this process pupils work collaboratively to exchange information, thoughts, and feelings **(SELS2.2, V4.2, CS2.6)**. This is evaluated as described in items (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.1.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3)**. Some volunteer pupils express what they

think and feel about them (**V20.4, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V12.2, LS1**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.4, V10.3**).

ENG.2.1.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, pupils remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions (**SELS1.1, V3.2, LS1, LS2, LS4**). As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme.

ENG.2.1.V2.

RECOGNITION OF THE TARGET VOCABULARY: To introduce the meaning of the vocabulary related to the theme “greetings and introductions at school; people and places at school; days of the week; national and religious days and celebrations”, the teacher asks the pupils to watch the introductory digital story again. A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help pupils to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some pictures for the vocabulary about the main components of the theme that take place in the story/text (**V3.3, V3.4, V14.3, V18.2, V19.1, V19.2, LS5**). Pupils circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story/text. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, CS2.4, CS2.6, CS2.7**). Then, from the beginning, whenever an item related to “school life” is mentioned, the teacher stops the video and asks a question in the form of two options by showing their pictures (**CS2.6**). By guessing what they are based on the pictures, the scene, and the sound, pupils hear the English equivalents of the words for the greetings and introductions at school; people and places at school; days of the week; national and religious days and celebrations, and they answer as a whole class. In this way, they are introduced to the meaning of the target words (**D1.1, V19.1, V19.2, CS2.10**). This is done in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**)(3) and (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.2, V14.1, V14.3, V18.2, LS1, LS2, LS4, LS5**).

ENG.2.1.V3.

SELECTION AND USE OF TARGET VOCABULARY: To check whether the pupils are aware of the components of the main theme “school”, the teacher prepares an activity using the Web 2.0 program with images/pictures of components of “school life”. She/He prepares three boxes on one side of the screen and mixed images/pictures for target vocabulary related to the “school life” on the other side. She/He asks the pupils to look at the mixed pile of images/pictures on the Smart Board screen and scan them for a while to remember them (**CS2.4**). She/He asks the pupils to drag the objects about the components of the theme into the correct box on the screen. The boxes have the words for each component represented on them with symbolic pictures. The pupils are given the cut-out pictures and a large sheet of paper with the pictures of empty boxes. The teacher asks them to work in pairs and put the cut-out pictures in the right box and ask each other several display questions (**CS2.5**). When the pupils have finished working with the cut-outs and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures as the components of the theme “school” to the correct empty boxes on the screen (**SELS1.2, CS2.5**). In this way, images/pictures that are relevant to the concept of the theme “school life” are consolidated through categorisation. The same activity can be done with real pictures on the white/blackboard if there is a problem with technology. To practise the meanings of the target words about the school, the teacher places several pictures for them in the different parts of the classroom. She/He then puts some flashcards with the target vocabulary for “school life” on the blackboard/whiteboard. She/He takes a flashcard at random and shows it to the pupils. Pupils, working in pairs, look at the flashcard,

decide which picture on the classroom walls is relevant, they go to the picture together, pin the flashcard to the noticeboard and say the word together first in pairs, and then as a whole class **(SELS2.1, SELS2.2, V3.4, V7.1, V14.3, V18.2, LS1, LS2, LS4, LS5, CS2.5)**. To consolidate the meanings of the new vocabulary items for the concept of “school life”, the teacher could organise several activities in pairs and groups with pictures and flashcards such as Bingo, Pelmanism, King’s game, Odd One out, etc. **(SELS2.2)**. These activities are closed and controlled so that pupils can practise the current (new) vocabulary about the current context in the beginning but later they work with simple and easy open-ended and communicative activities **(D2.5, SELS3.1, V4.2, V7.2, LS5)**. This is evaluated as described in items (1), (2), (3), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the pupils to copy the words in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling using the words written on the model school on the blackboard/Smart Board **(SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS1, LS4)**. This is evaluated as described in items (3) and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.1.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the pupils’ attention to the target language chunks of the theme, the introductory digital story is played so that the pupils can notice the target language chunks about the theme “greetings and introductions at school; people and places at school; days of the week; national and religious days and celebrations” **(D3.2, V14.3, V18.2, LS5, CS2.2)**. While the pupils watch the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the pupils to do the same **(CS2.14)**. She/He could hold up large pictures and ask the pupils questions about the pictures with the target chunks expecting the pupils to ask and answer by using the target chunks. To check the pupils’ identification of the target language chunks, the teacher shows some picture strips that she/he has prepared for this activity, using some Web 2.0 programmes, after the pupils have watched the introductory digital story and imitated the actions and said the target language chunks. She/He asks the pupils to listen to her/him saying a target language chunk and then to look at the screen and say “Stop!” when they see a scene in the picture strips with the target chunk that the teacher has just said **(SELS3.1, CS2.7)**. The teacher stops if the pupils are correct, but not if they are not **(V3.3, V4.1, V7.1, LS1, LS2, LS4)**.

ENG.2.1.G2.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate pupils’ practice with the target language chunks, the teacher prepares necessary number of headings on the screen with symbols for the components of the theme “greetings and introductions at school; people and places at school; days of the week; national and religious days and celebrations”, and writes the appropriate language chunks to be used with each of the groups. She/He also provides the vocabulary items on the Smart Board screen. The teacher wants the pupils to think for a while and talk with their peers about which target words can be used in which language chunk group **(SELS2.2, V3.1, V10.3, V14.3, V18.2, V19.1, V19.2, LS1, LS4, LS5, CS2.4)**. Then the pupils go to the board and move the words under the correct heading and say the complete sentence with the target words and the chunks. They are then asked to say a sentence with the target chunk aloud as a class. Each sentence is repeated after each pair. Their learning can be checked as described in items (5), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. The same game can be played with pictures on the blackboard if there are technological/technical problems **(D2.5)**. To organise the pupils’ further practice to consolidate the target language chunks, the teacher could create some action sequences in context by repeating, saying, and acting out with different activity bundles where their learning can be checked as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(CS2.13)**. There is no analysis or teaching of grammatical structures at this stage. Pupils can automatically, spontaneously, and naturally select and use the target language chunks in the current context **(SELS3.1, V3.4, V4.2, V7.1, LS5, CS2.3, CS2.4, CS2.16.2)**. For consolidation of the target language chunks, the teacher can facilitate more fun activities and games so that the pupils can practise and consolidate them **(V4.4, V7.2)**.

ENG.2.1.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Writing activities help pupils produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about “greetings and introductions at school; people and places at school; days of the week; national and religious days and celebrations” as in other themes. Writing activities are arranged according to age and level so they are quite limited and are gradually expanded (**V3.2, V3.4, V14.3, V18.2, V19.1, V19.2, LS1, LS4, LS5**).

ENG.2.1.W2.

COPYING FROM THE MODEL: Initially, pupils produce very limited and short pieces of writing, such as words and word groups to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening/watching and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat, answering simple questions with a limited number of words, or simply explaining in context what they hear and see and what they are asked to do. They are provided a written model/example to copy. By copying a simple written model, they get used to seeing and using the target words, language chunks, punctuation, spelling and so on in written language (**D3.1, SELS3.1, V3.4, LS1, CS2.4, CS2.16.3**). To further practise guided and copied writing, the teacher gives all the pupils some paper/cardboard to make a model in groups (**SELS2.1, SELS2.2**) (of two, three, four etc.) and to write the names of the vocabulary items about “greetings and introductions at school; people and places at school; days of the week; national and religious days and celebrations” next to their drawings on the model related to school life. The teacher asks them to look at the Smart Board screen with the model related to school life that she/he has made earlier so that the pupils can easily copy the target words for the items as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.4, V7.3, V14.3, V18.2, V19.1, V19.2, LS4, LS5**).

ENG.2.1.W3.

CREATING CONTENT BASED ON THE MODEL: For practising more with the written forms of the target words, language chunks, and the social language for the theme, new contexts are created in the form of a new animated short story or a dialogue for the pupils to practise further by seeing/hearing/reading/writing (copying) the target words and language chunks about the concept of “school life” in fun, enjoyable, varied, and versatile activities. This new content is contextual, simple, practical, and appropriate to the pupils’ age and language level (**D1.2, D1.6, SELS3.2, V3.4, V4.2, V4.4, V14.3, V18.2, LS1, LS4, LS5, CS2.20**).

ENG.2.1.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Pupils are encouraged to produce a variety of written products such as clauses, sentences, acronyms, messages, posters, e-mails, poems, songs and so on to express their ideas, thoughts, and feelings (**D2.5, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the pupils’ age, interests, and language level (**V3.4, V7.2, LS1, LS4**).

ENG.2.1.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Pupils interact and communicate with peers and/or other people inside or outside school by using the written language including the target words, language chunks, and the social language for the theme “greetings and introductions at school; people and places at school; days of the week; national and religious days and celebrations” from simple to more expanded versions in their writing (**SELS2.2, SELS2.3, V4.2, V14.3, V15.1, V18.2, V19.1, V19.2, LS1, LS4**,

LS5, CS2.20). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce simple digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3, V3.4, V7.2, V11.1, LS2, CS2.20**). These activities can be evaluated as described in items (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.1.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing expression process and asks them to express their thoughts, ideas, and feelings about the process in simple ways, for instance by using emoticons, symbols, drawings, charts etc. (**D1.5, SELS1.3, V4.2, LS1, CS2.15**). Pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs (**D2.4, D3.5, V12.1, V15.1, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V10.3, LS4**).

ENG.2.1.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance pupils' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures, and the social language expressions of the theme about "greetings and introductions at school; people and places at school; days of the week; national and religious days and celebrations" (**V3.2, V4.2, V14.3, V18.2, V19.1, V19.2, LS1, LS4, LS5**).

ENG.2.1.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, pupils recognise the language with the target language items through the models (**CS2.6**). They practise the language in a controlled way, by telling, repeating, and imitating what they hear and see in the context (**D1.3, D3.2, SELS3, V3.4, LS1, LS4, CS2.4**). The spoken content of the model becomes a path for them to follow.

ENG.2.1.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new and simple photo/picture strip/pantomime/video stories, dialogues, etc. as new opportunities for the pupils to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V7.1, LS1, LS4, CS2.13**).

ENG.2.1.S4.

CONSTRUCTING SPOKEN MATERIALS: Pupils are encouraged to produce several spoken products related to the extended contexts such as simple dialogues, short texts etc. To interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "greetings and introductions at school; people and places at school; days of the week; national and religious days and celebrations" (**SELS2.2, SELS3.2, V4.2, V11.1, V14.3, V18.2, V19.1, V19.2, LS1, LS4, LS5, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings for developing their oral skills (**D1.2, D1.6, D3.3, SELS3.2, SELS3.3, V3.4, V7.2, LS2, CS2.20**).

ENG.2.1.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Pupils communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision. These new contents created are contextual, practical, authentic, real, and appropriate to the pupils' age, interests, and language level. Storification, drama, and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme (**V3.4, V15.1, LS1**). Pupils are encouraged to produce several spoken products related to the extended contexts such as dialogues, show and tell activities, acting out activities to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "school life" and its components such as "greetings and introductions at school; people and places at school; days of the week; national and religious days and celebrations" (**SELS2.2, SELS3.2, V4.2, V7.2, V14.3, V18.2, LS4, LS5, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.2, SELS3.3, V11.1, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG.2.1.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V4.2**). Some volunteer pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**SELS1.2, SELS2.2, V12.1, V20.4, LS1, LS4, CS2.15**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V10.3**).

TEACHER REFLECTION: She/He can keep a class journal in which she/he makes notes about what worked or didn't work in teaching the theme and pupils' learning and the potential reasons for this to find solutions. She/He can ask a colleague to observe her/his lessons and give feedback on the lessons (peer observation). She/He can also discuss the whole teaching process with her colleagues to specify the challenges faced throughout the whole current theme.

DIFFERENTIATION**Expansion**

Objective: To practise the concept of "school" and develop reading skills by focusing on the target vocabulary

Activity 1: Limited Reading and Writing Practice

Pupils are given a worksheet with visuals related to the concept of "school". The teacher asks them to write the English equivalents of each visual underneath. The English words corresponding to the visuals are not provided; pupils are required to write them from memory. They say the words aloud as a whole class after finishing the writing session. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 2: Interactive Vocabulary Games

The teacher prepares an anagram game related to the school theme using a Web2.0 tool. The letters of the English word corresponding to the visual are given in a scrambled form beneath the picture. Pupils are asked to arrange the letters correctly. They say the words after they finish unscrambling. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Supporting

Objective: To practise the concept of “school” and develop reading skills by focusing on the target vocabulary

Activity 1: Reading and Writing Practice

Pupils are given a worksheet containing visuals related to the concept of “school”, with each visual having the English equivalent of the word written in dots underneath. Pupils connect the dots to form the word and grasp the complete word. They say the words aloud as a whole class after they finish the writing session.

Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 2: Interactive Vocabulary Games

The teacher prepares a matching game with pictures and target words related to the concept of “school” using a Web2.0 tool. Pupils match the visuals with their English equivalents. They say the words aloud as the whole class after finishing the matching session. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 2: CLASSROOM LIFE

Sub-themes: Classroom instructions and language; classroom furniture, devices and objects; colours

This theme is centred on the concept of “classroom life” and covers the sub-themes of “classroom instructions and language; classroom furniture, devices and objects; colours”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 11

FIELD SKILLS AND SUPPORTIVE SKILLS	FLFS1. Listening/Watching-Comprehension
	FLFS2. Reading-Comprehension
	FLFS3. Speaking-Expression
	FLFS4. Writing-Expression
	FLSS1. Grammmaring: Selection and Use
	FLSS2. Vocabulary: Selection and Use
	FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

DISPOSITIONS	D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values	V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V15. Love and Affection, V18. Cleanliness, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Life Study/ Science of Life, Visual Arts, Music, Physical Education and Games

INTERSKILLS CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 2 is structured based on holistic approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.2.2.L1. Pupils can get ready for the listening/watching-comprehension process for the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours”.

- a) *Pupils activate their pre-existing knowledge and experiences related to the current theme and content, by recalling it in her/his own language in their minds.*
- b) *Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content, by responding to simple questions with physical actions without speaking Turkish or without having a translation.*
- c) *Pupils make simple predictions about the current content, by using pre-existing knowledge and experience based on the realia, pictures, and context.*

ENG.2.2.L2. Pupils can bring information about the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” together with key details and main components while listening/watching it.

- a) *Pupils make simple predictions about the current content based on the surrounding audio/visual elements scattered around the classroom in relation to the current theme.*
- b) *Pupils comprehend the topic of the current content by listening (to)/watching it as a whole without having intervals.*
- c) *Pupils recognise concrete/simple/basic details and components within the whole introductory content by watching and listening to it by noticing the basic components.*

ENG.2.2.L3. Pupils can make meaning of/derive meaning from the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” through details by listening/watching it carefully.

- a) *Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept.*
- b) *Pupils locate the components of the current content within the whole by listening and watching it.*
- c) *Pupils make simple and basic classifications of the current content when necessary by grouping components, words, and other aspects with the help of visuals.*
- d) *Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components, words, and other aspects with the help of visuals.*
- e) *Pupils recognise very concrete/simple/basic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components.*
- f) *Pupils internalise the current content personally in an age- and level-appropriate manner, recognising that it is about her/his present life at school.*

ENG.2.2.L4. Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” in a very simple way.

- a) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content in a very simple way.*
- b) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content by sharing them with others in a very simple way.*

ENG.2.2.P1. Pupils can select and use the target phonological elements of the current content about “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others.

- a) *Pupils listen to/watch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups, and individually.*
- c) *Pupils recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Pupils use the target theme-specific phonological elements of the current content appropriately, spontaneously, and effectively when communicating with others.*

ENG.2.2.R1. Pupils can get ready for the reading-comprehension process about the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours”.

- a) *Pupils activate their pre-existing knowledge and past experiences related to the current theme and content.*
- b) *Pupils recognise simple and basic relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Pupils make simple preliminary predictions about the current content based on recognised relationships.*

ENG.2.2.R2. Pupils can bring information about the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it.*
- b) *Pupils grasp the topic of the current content generally by looking at the surrounding audio/visual materials quickly through skimming.*
- c) *Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning.*

ENG.2.2.R3. Pupils can make meaning of/derive meaning from the current content about “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” by reading it carefully.

- a) *Pupils check the current content in detail for the accuracy of initial predictions that are made earlier.*
- b) *Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- c) *Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- d) *Pupils recognise basic horizontal/vertical relationships within the current content that contribute to the perception of it in a simple and meaningful way.*
- e) *Pupils make simple, basic, and meaningful inferences from the information in the current content by examining it.*
- f) *Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level.*

ENG.2.2.R4. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply.*

ENG.2.2.V1. Pupils can select and use the target vocabulary of the current content about “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils hear/view target vocabulary in the current content as a whole in context.*
- b) *Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearing/watching the target material and source, together with pointing to the pictures displayed in class.*
- c) *Pupils recognise the use of the target words in the target material and source, by listening/watching it several times and seeing how and where the target words are used to describe the current concept.*
- d) *Pupils associate the contextual meanings of target words reinforced and recognised through whole class, group and individual repetition, with pre-existing conceptual meanings in mind.*
- e) *Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class, group and individual repetition.*
- f) *Pupils make use of the semantically related target vocabulary in a spontaneous, authentic and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge (in Turkish in his/her mind).*
- g) *Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends, family and other people outside the school by being aware of their differences.*

ENG.2.2.G1. Pupils can select and use the language including target grammatical elements of the current content about “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils become familiar with the current content by listening, viewing, and reading it several times.*
- b) *Pupils reinforce familiarity with the target content by listening to/watching it several more times if necessary, through the recognition of actions involved in it.*
- c) *Pupils listen to/watch an audio/visual/written presentation of current content with target language chunks representing target language use, narrated through body language and verbal repetition.*
- d) *Pupils gain auditory/visual awareness by listening/watching/reading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition.*
- e) *Pupils repeat target language chunks many times in the current auditory/visual/written context many times, without knowing, analysing, or thinking about their rules, verbally, automatically and by pointing.*

- f) *Pupils repeat the auditory/visual/written content containing target language chunks many times automatically, naturally, and verbally within short, simple, and meaningful sentences without knowing, analysing, or thinking about their rules.*
- g) *Pupils act out physically the language chunks in the heard/viewed/seen content without knowing, analysing, or thinking about their rules.*
- h) *Pupils repeat the language chunks in the auditory/visual/written content automatically and act them out simultaneously and physically without knowing, analysing, or thinking about their rules.*
- i) *Pupils automatically select and use similar target language chunks related to the current content heard/seen/read in oral communication without knowing, analysing, or thinking about their rules.*

ENG.2.2.W1. Pupils can get ready for the writing-expression process about the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” in an age- and level-appropriate way.

- a) *Pupils activate their pre-existing knowledge and experiences used in the initial processes of listening/viewing (and/or reading) and associate it with the current content in a simple way.*
- b) *Pupils understand correctly what the current writing task is as guided and assigned.*

ENG.2.2.W2. Pupils can copy the model/example on the writing task about the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” based on the model/example provided to practise for further writing activities.

- a) *Pupils rewrite model/example content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills.*

ENG.2.2.W3. Pupils can organise and form a content for the assigned writing task on the current content “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” based on the model/example provided.

- a) *Pupils organise a very simple, short, and meaningful content for a prepared and/or unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type, age, and language level.*

ENG.2.2.W4. Pupils can practise writing by constructing content for the assigned writing task on the current content “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours”.

- a) *Pupils use materials, structural features, discourse forms, and punctuation appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task.*
- b) *Pupils select and use target words, language chunks, and social language expressions appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task related to the theme.*
- c) *Pupils express simple messages clearly for a prepared and/or unprepared writing task related to the current theme.*

ENG.2.2.W5. Pupils can reorganise and use information by reconstructing it in the new written tasks about the “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” to communicate with other people.

- a) *Pupils use similar information from the current content in different contexts by simply, meaningfully, and individually reorganising it.*
- b) *Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others.*

ENG.2.2.W6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply.*

ENG.2.2.S1. Pupils can get ready for speaking-expression process about the current content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” with the help of supplementary audio-visual materials.

- a) *Pupils become familiar with model/example content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listening/watching/reading and associating it with the current content.*

ENG.2.2.S2. Pupils can imitate the model/example for producing verbal content about the current theme on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours”.

- a) *Pupils become familiar with the model/sample content through repetition and imitation in context while and after listening (to)/watching it with the help of audio-visual aids.*

ENG.2.2.S3. Pupils can organise simple new verbal content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” by speaking accurately, efficiently, and authentically.

- a) *Pupils design simple new verbal content by imitating model/sample content for prepared and/or unprepared speaking situations based on the model/sample that was listened (to)/watched earlier.*
- b) *Pupils organise simple new verbal content by imitating model/sample content for prepared/unprepared speaking situations, appropriate to the model/sample, context, age, and language level.*

ENG.2.2.S4. Pupils can form a simple new verbal content on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” through reconstruction by speaking accurately, efficiently, and authentically.

- a) *Pupils select and use accurate pronunciation, discourse forms, target words and language chunks for prepared and/or unprepared speaking situations, by imitating model/example content, appropriate to age and language level.*
- b) *Pupils select simple and contextually appropriate content/information quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the model/sample, age, language level, and context (question-answer, pointing and saying, selecting and saying, etc.) within the given (thinking) time.*
- c) *Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way (short monologues, dialogues, show and tell, pantomime drama, etc.).*
- d) *Pupils express messages in a concrete, simple, and clear way for the listener in prepared and/or unprepared speaking situations together with mimics, gestures, and body language.*

ENG.2.2.S5. Pupils can reorganise and use information about the current theme on “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” by reconstructing it to communicate with other people.

- a) *Pupils use the presented information in different contexts in a simple, natural, accurate and necessary way by reorganising it individually and verbally.*

- b) Pupils engage in verbal communication by sharing the reconstructed meaningful information with others.*

ENG.2.2.S6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “classroom life with classroom instructions and language; classroom furniture, devices and objects; colours” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process in a very simple way.*
- b) Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way.*

CONTENT FRAME

CLASSROOM LIFE:

Sub-themes: Classroom instructions and language; classroom furniture, devices and objects; colours.

Basic Classroom Instructions and classroom language (Not to teach as target language chunks with structural rules but to be used constantly by the teacher as meta-language):

Come here, please!

Look at me! Look here!

Open/Close your book!

Open the door, please! Close the door, please!

Stand up, please! Sit down, please!

Listen! Be quiet, please!

Repeat, please!

Point to..., please!

Pass the pencil/rubber etc. please!

Put your pencils/rubbers etc. in the box/bag, please!

Colour it, please!

Draw it, please!

Say... please!

Look at the board, please!

Raise your hand, please!

Come to the board, please!

Show your picture, please!

Good job!

Are you ready?

Classroom language:

Good!

Well done!

(Can I go to the bathroom/toilet?) Yes, you can!

Here you are!

Thanks!

Hurry up!

It's break time now!

Time's up!

Do you need help?

Not yet!

Can I come in?

Can you pass the blue crayon, please?

I'm sorry, I'm late.

Target Vocabulary in Use (with revisional vocabulary):

Classroom furniture: A desk, a table, a Smart Board, a blackboard/whiteboard, a chair, a bookcase, a clock (classroom features: a door, a window, a wall).

Classroom objects: A pencil, a coloured pencil, a rubber (an eraser-AmE.), a notebook, a book, a crayon, a pencil case, a sharpener, a (piece of) chalk, a glue, scissors.

Classroom devices: A computer, a tablet, Smart Board.

Basic colours: Red, white, black, pink, blue, purple, yellow, brown, green, orange.

Numbers: 1-20

The alphabet (song):

***National and religious days, festivals, and celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

***Local Cultural, Social, and Moral Considerations of the Theme**

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Language Chunks in Use:

"To be-present": (What's/is it? It's/is a chair).

Function: Telling names, what things are, what colour things are.

"To be-present": (What colour is it? It's/is blue. What colour is the chair? The chair is blue. It's blue).

Function: Telling the colours of things and objects.

"To be-present": (How many chairs? Five chairs).

Function: Asking the number of things, objects, and people very simply.

Possessive adjectives: My, his, her, its, our, your, their.

Function: Modifying a noun to show ownership and describing the object.

Can for permission: (Can I go outside? Can I go to the bathroom, please? Yes, you can).

Function: Asking for and giving permission.

Target Social Language in Use:

What's next?

Good luck!

Of course!

You're right!

It's her/my/his turn!

I see!

Target Phonological Sounds in Use:

Consonants: c, d

c: (/si/, /k/); d: (/d/)

*No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

This theme is based on the pupils' knowledge of the classroom, the furniture and objects in it and colours of objects. Primary school pupils in Year 2 can know what a classroom is, what furniture and objects are in it and what are colours in Turkish. Pupils will know these and be able to express such situations in their own language but will not know how to say these things in a foreign language if this has not yet been covered in their curriculum. The knowledge of the concept of "classroom" that they have in their own language would prepare them to identify the same concepts later in their foreign language, English, in which they are assumed to be zero beginners.

Principles

A classroom is introduced as a place where there are certain furniture and objects that function as important components of it. A classroom is an important context where initial social interactions of social communication such as classroom instructions, are practised naturally and authentically in EFL.

Key Concepts:

Instructions, language, classroom, classroom instructions, classroom language, objects, devices, furniture, classroom objects, classroom devices, classroom furniture, conditions, colours.

INDICATORS FOR LEARNING (Assessment and Evaluation)**EVALUATION FOR THE SKILLS AND THE CONTENT:**

PERFORMANCE ASSIGNMENT: Pupils draw a classroom picture or make a cardboard model or a 3D digital model and stick pictures of models of some furniture and objects in it. They copy the words that go with the pictures and do a show-and-tell to introduce them to the class. This performance will be evaluated using rubrics.

LEARNING-TEACHING EXPERIENCES**Basic Acceptations: Preparedness/ Readiness**

This theme is based on pupils' knowledge of "classroom life" with its components such as "classroom instructions and language; classroom furniture, devices and objects; colours" in their own language. As the pupils are seven-year-old children, they can know what classroom instructions and language; classroom furniture, devices and objects; colours are in their own language, Turkish. Pupils' experiences as being a pupil and a part of people in a classroom (so far) is taken as a basis for this theme/topic. Pupils, they can know what a classroom is, what a classroom context is like, what the components of a classroom are, how the teachers lead and facilitate them with classroom instructions, how they understand him/her, and follow and carry out the instructions (which they already know as concepts in Turkish) and also there will not be a need to speak Turkish.

In the classroom, a fun warm-up activity which is not related to the theme "classroom" can be conducted as an ice-breaking session to help learners be ready for the whole learning process in the class with positive feelings for their well-being. This can be an activity such as a short game, a physical activity, listening to a song/chant/rhyme and so on which will not require any English knowledge and also there will not be a need to speak Turkish.

Pre-Evaluation Process

It is expected that the physical, cognitive, affective, and social factors are appropriate and suitable for the pupils to learn about the concept of "classroom life" and to gain knowledge of "what a classroom is, what furniture and objects are in it and what and colours are in English. As they are accepted as zero-beginners, there is nothing to remind them of English, but they can be supported to have an imaginary association for this concept in their own language, Turkish, without speaking it in class.

Before the main activities, the teacher could show them a classroom picture and ask them to say "yes" or "no" in English if they know what it is in Turkish. She/He could ask them to draw the picture of the place (classroom) they are in Turkish and ask them to keep the pictures for later. The activity can be evaluated with verbal praise.

Establishing Links

Pupils recall the concepts and associations related to the topic/theme "classroom life" by calling their pre-existing background knowledge about it (imaginatively through thinking) to make links with the current activities in the theme in English without translating anything and without speaking any Turkish until they start learning the target words in the current (new) concept, "classroom life".

It is only thinking about the presented visuals in their own language and, if necessary, and when asked using any words about the concept of "classroom" that they have already learnt/known in English at the very beginning of the process of learning about the current (new) theme/topic "classroom life". The vocabulary about the concept of "school" and the language chunks "What's/is it/this? It's/is /This is...." in English from the previous theme could help them understand the present theme more easily.

Connections between pre-existing knowledge regarding school (in their minds/heads) and the present information about the concept of "classroom" are made through meaningful and contextualised activities

with visuals. The teacher could ask them to look around and think where they are and what kind of a place it is in Turkish to recall their background knowledge (in Turkish) about a classroom and what they can have in it without mentioning any English words. They do not talk or translate anything from Turkish into English as this is just a thinking exercise.

An example practice could be done to point correctly to a picture of classroom and pictures of classroom furniture, devices and objects in it and also “colours” correctly when they are given instructions by the teacher in English and/or with mimics and gestures. Pupils give responses by pointing out relevant so-called pictures without speaking any English and/or Turkish.

In this way, connections are made between pre-existing knowledge about school (in their minds) in their own language and the present information about the concept of “classroom life” through meaningful contextualised activities with visuals within the theme.

Learning-Teaching Practices

WARM UP TO THE WHOLE THEME FOR WELL-BEING

Before starting to work on the theme, to prepare the pupils emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the pupils feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as playing a short game, doing a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, saying a tongue twister, etc. that has no relation or connection to the current theme and does not require any knowledge of English. This is done only for fun and relaxation. **(D2.5, SELS2.1, V12.1, LS2, LS4).**

INTEGRATION OF LANGUAGE SKILLS IN THE THEME:

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around a central topic and sub-themes, allowing pupils to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where pupils engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.2.2.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: After having an activity about the current theme during the background recall session, pupils can have a vision of “classroom life” in their minds, so a further concept check would help them prepare for the current theme **(D3.2, SELS1.1, V3.2, V14.3, V18.2, LS1, CS2.11, CS2.16.2)**. For instance, the teacher could bring into the classroom and show a card model of a school and sets of pictures about the components of it. The teacher then asks the pupils to point to the pictures in or on the model. She/He asks what they think the topic of the main context of the theme, the introductory digital story, that they are going to watch is about **(V3.3, LS2, LS4, CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme. It is both an entry material and the main context to the whole theme at the same time. (A 3-D model of a school can also be created using Web 2.0 programmes.) They can guess the sub-concepts of school life, so they can easily understand that the current theme will be “classroom life” **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.4, V13.4, V14.1, V18.2, LS1, LS2, LS4, CS2.10, CS2.17).**

ENG.2.2.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: To have access to the current theme, the teacher asks the pupils to watch the introductory digital story carefully recalling the pictures shown earlier **(CS2.11)**. The introductory digital story is watched to identify the target theme “classroom life with classroom instructions and language; classroom furniture, devices and objects; weather conditions; colours” as a whole, without stopping the video at any point, so that the pupils can understand the theme/ topic holistically **(D3.2, SELS1.1, V3.3, V13.4, V14.1, V18.2, LS1, LS2, LS4, CS2.14, CS2.16.2)**.

ENG.2.2.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw the pupils’ attention to the content about classroom life and its relevant components, some pictures are brought into the classroom by the teacher. The teacher brings a necessary number of large boxes for the pictures (some symbols are stuck on the boxes for classroom life with classroom instructions and language; classroom furniture, devices and objects; weather conditions; colours) and puts the boxes on the table. She/He puts the corresponding picture into the related box when the corresponding vocabulary is mentioned in the introductory digital story without stopping the video while the pupils watch the story **(V3.3, V13.4, V14.1, V18.2, LS1)**. When they have watched the whole story, the teacher shows the items in the boxes on the table and asks some simple display questions about it. In this way, the teacher could carry out a monologue and also engage in a dialogue with the whole class to check that they have recognised the theme as a whole through its components, which can be used to check their learning as described in item (8) in the section 1.2. Principles for the Implementation of the English Curriculum **(D1.2, D1.6, SELS2.1, V4.2, V6.1, LS2, LS4, CS2.8)**. After watching the introductory digital story, the teacher takes all the pictures out of the boxes and puts them back on the table again and says the word “classroom life” several times aloud, and the pupils repeat after her/him. In this way, the main vocabulary of the theme “classroom life” is introduced to the pupils in English. To remember the sequence of the scenes with the parts, places, and people in the “classroom life” in the introductory digital story, the teacher shows the mixed images/pictures of the scenes on the Smart Board and asks the pupils to look at the images/ pictures of these scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs with the mixed paper pictures she has already given to the pupils **(SELS2.2, V3.4, V4.2, V13.4, V14.1, V18.2, LS1, LS2)**. When the pairs have finished sorting the pictures for scenes of the story, the teacher asks the pupils to take turns or volunteer to order the scenes on the screen of the Smart Board (or the pictures on the blackboard **(SELS1.2, V4.1, V14.1, V20.4, LS4, CS2.6, CS2.10)**). This will help the teacher organise the story as a whole so that the pupils can identify the main theme and the components of the theme through their memories **(D1.2, D1.6, D2.3, CS2.12)**.

ENG.2.2.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V7.2)**. Some volunteer pupils express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, V20.4, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG.2.2.P1.

RECOGNITION OF TARGET PRONUNCIATION: To recognise the pronunciation of the new target words, language chunks, and social language expressions about the theme “classroom life with classroom instructions and language; classroom furniture, devices and objects; weather conditions; colours”, the teacher puts on the table the pictures and boxes that she/he has previously used. She/He holds up each

picture and asks the pupils to repeat each word aloud a few times as a whole class after listening to the recordings she/he has prepared beforehand using some Web 2.0 programmes. She/He puts the picture in the correct box about the group corresponding to the word while repeating the words with the whole class **(V3.4, V13.4, V14.1, V18.2, LS1, LS4, CS2.16.3)**. The teacher could offer variations with some techniques, such as showing the picture of the target words about school to the pupils to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both. To help the pupils pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers, using the shadow technique, in which pupils immediately repeat whatever the teacher is saying or the story, without pausing **(D1.3, SELS1.2, SELS2.1, V3.4, V7.1, LS2 CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be extended with different forms of TPR activities, e.g. first the teacher says the target words for the classroom and its components, the pupils listen; then the teacher says the target words and acts them out, the pupils repeat after her/him **(SELS2.1, CS2.6)**. Then the teacher and the pupils say the target words and act them out together at the same time. Then the pupils say the words, and the teacher acts them out **(V3.4, V4.2, V15.1, LS4)**. These “classroom life”-related actions can be done through the actions which can be done in the school, but they are only used for acting without teaching them as verbs in English. For instance, they can pretend to do things according to the topic. As a variation, they can also repeat the words after the teacher happily, sadly, angrily etc. using different tones of voice through TPR techniques **(SELS2.3, V11.1, V12.2, V14.3, LS5, CS2.9)**. Then some groups of pupils say the words, some groups of pupils act them out. While doing the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom. Some action sequences are also created through which the pupils can practise the social language expressions of the theme in a fun way by repeating, pointing, and miming in several games. Several fun pronunciation games could be played where pupils whisper a target word into the ears of their peers forming a chain and the last person says it aloud and the class checks if the word is pronounced correctly or not **(D2.5, SELS2.1, SELS2.2, V4.3, V4.4, V6.2, LS6, CS2.12)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.2.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading activities throughout the theme when and where necessary with precise techniques and the necessary amount. Reading is quite limited for this age group and it is done in two ways in the theme, by using a short extract from the written version of the introductory digital story and/or additional short reading texts in reading sections of the teaching materials to be used. The texts are very short, precise, and simple, as they are limited reading texts. Various reading styles including reading aloud, chorus reading, silent reading, and speed reading are used as main styles. Basic reading techniques such as skimming, scanning, and reading for detail are used in very simplified ways. Pre-reading, while-reading and post-reading phases are used in a simplified and age-appropriate way in the theme. The ultimate aim of reading practice is to increase comprehension, improve fluency, develop pre-critical thinking skills, support the ability to comprehend and help talk/write about the content in a meaningful and communicative way. In this way pupils’ language and communicative competence improve gradually **(V3.2, LS1, LS4, CS2.3, CS2.6, CS3.3)**. For the initial stage of reading, the teacher asks the pupils to look at quickly the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme on “classroom life with classroom instructions and language; classroom furniture, devices and objects; weather conditions; colours” **(V3.3, V13.4, V14.1, V18.2, LS2, LS4, CS2.8)**. At this stage, the teacher could ask the pupils to read the title/heading of the content and ask the pupils which words they already know, and which come to mind in connection with the title by showing them a list of words and corresponding pictures to choose the ones they know **(SELS1.1, V3.4, LS1,**

CS2.16.2). She/He reminds them not to ask for the meanings of new words or the words they do not know. She/He reminds them that this is only a recalling activity to check the words they know and that there will be time to work on the new words of the new theme later (**D3.2, D3.6, V12.1, CS2.10, CS2.12**).

ENG.2.2.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: To see the written forms of the target words and to do some simple reading, the teacher asks the pupils to look at the Smart Board where she/he shows a 3-D house model of “classroom life” (that she/he has used earlier). Next to each item, the written form of the word is provided on the model. The teacher asks the pupils to read the words first silently. The teacher then points to a word at random and asks the pupils to read it out loud as a whole class. Then she/he invites volunteers to come to the board and they point to different words and the rest of the class read them aloud as a chorus (**D2.3, SELS1, V3.4, V4.2, V20.4, LS1, LS2, LS4, CS2.12**).

ENG.2.2.R3.

MAKING MEANING THROUGH READING: The teacher then shows (a short extract from) the written version of the introductory digital story (or another text about the theme) on the blackboard/Smart Board. She/ He asks the pupils to read after her/him using the shadow reading technique as a whole class. She/He could also try different versions such as pyramid reading or radio reading techniques (reading silently for a while and then aloud, then silently, and so on) which are the combinations of silent and aloud reading using rhythms as prompts (**V3.4, V7.2**). After reading the words/word groups/clauses in the content, pupils proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1, V3.3, LS1, LS4, CS2.14**). From display to communicative open-ended, various types of questions are used to understand the meaning of the short and simple texts about “classroom life with classroom instructions and language; classroom furniture, devices and objects; weather conditions; colours” (**SELS3.1, SELS3.2**). During this process pupils work collaboratively to exchange information, thoughts, and feelings (**SELS2.2, V4.2, V13.4, V14.1, V18.2, CS2.6**). This is evaluated as described in items (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.2.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer pupils express what they think and feel about them (**V20.4, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V12.2, LS1**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.4, V10.3**).

ENG.2.2.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, pupils remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions (**SELS1.1, V3.2, LS1, LS2, LS4**). As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme.

ENG.2.2.V2.

RECOGNITION OF THE TARGET VOCABULARY: To introduce the meaning of the vocabulary related to the theme “classroom life with classroom instructions and language; classroom furniture, devices and objects;

weather conditions; colours”, the teacher asks the pupils to watch the introductory digital story again. A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help pupils to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some pictures for the vocabulary about the main components of the theme that take place in the story/text (**V3.3, V3.4, V13.4, V14.1, V18.2, LS1, LS2, LS4**). Pupils circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story/text. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, CS2.4, CS2.6, CS2.7**). Then, from the beginning, whenever an item related to “classroom life” is mentioned, the teacher stops the video and asks a question in the form of two options by showing their pictures (**CS2.6**). By guessing what they are based on the pictures, the scene, and the sound, pupils hear the English equivalents of the words for classroom life with classroom instructions and language; classroom furniture, devices and objects; weather conditions; colours, and they answer as a whole class. In this way, they are introduced to the meaning of the target words (**D1.1, CS2.10, V13.4, V14.1**). This is done in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (3) and (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.2, V14.1, V18.2, LS1, LS2, LS4**).

ENG.2.2.V3.

SELECTION AND USE OF TARGET VOCABULARY: To check whether the pupils are aware of the components of the main theme “school”, the teacher prepares an activity using the Web 2.0 program with images/pictures of components of “classroom life”. She/He prepares three boxes on one side of the screen and mixed images/pictures for target vocabulary related to the “classroom life” on the other side. She/He asks the pupils to look at the mixed pile of images/pictures on the Smart Board screen and scan them for a while to remember them (**CS2.4**). She/He asks the pupils to drag the objects about the components of the theme into the correct box on the screen. The boxes have the words for each component represented on them with symbolic pictures. The pupils are given the cut-out pictures and a large sheet of paper with the pictures of empty boxes. The teacher asks them to work in pairs and put the cut-out pictures in the right box and ask each other several display questions (**CS2.5**). When the pupils have finished working with the cut-outs and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures as the components of the theme “school” to the correct empty boxes on the screen (**SELS1.2, CS2.5**). In this way, images/pictures that are relevant to the concept of the theme “classroom life” are consolidated through categorisation. The same activity can be done with real pictures on the white/blackboard if there is a problem with technology. To practise the meanings of the target words about the school, the teacher places several pictures for them in the different parts of the classroom. She/He then puts some flashcards with the target vocabulary for “classroom life” on the blackboard/whiteboard. She/He takes a flashcard at random and shows it to the pupils. Pupils, working in pairs, look at the flashcard, decide which picture on the classroom walls is relevant, they go to the picture together, pin the flashcard to the noticeboard and say the word together first in pairs, and then as a whole class (**SELS2.1, SELS2.2, V3.4, V7.1, LS1, LS2, LS4, LS5, CS2.5**). To consolidate the meanings of the new vocabulary items for the concept of “school”, the teacher could organise several activities in pairs and groups with pictures and flashcards such as Bingo, Pelmanism, King’s game, Odd One out, etc. (**SELS2.2**). These activities are closed and controlled so that pupils can practise the current (new) vocabulary about the current context in the beginning but later they work with simple and easy open-ended and communicative activities (**D2.5, SELS3.1, V4.2, V7.2, LS5**). This is evaluated as described in items (1), (2), (3), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the pupils to copy the words in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling using the words written on the model school on the blackboard/Smart Board (**SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS1, LS4**). This is evaluated as described in items (3) and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.2.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the pupils' attention to the target language chunks of the theme, the introductory digital story is played so that the pupils can notice the target language chunks about the theme "classroom life with classroom instructions and language; classroom furniture, devices and objects; weather conditions; colours" (**D3.2, V13.4, V14.1, V18.2, CS2.2**). While the pupils watch the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the pupils to do the same (**CS2.14**). She/He could hold up large pictures and ask the pupils questions about the pictures with the target chunks expecting the pupils to ask and answer by using the target chunks. To check the pupils' identification of the target language chunks, the teacher shows some picture strips that she/he has prepared for this activity, using some Web 2.0 programmes, after the pupils have watched the introductory digital story and imitated the actions and said the target language chunks. She/He asks the pupils to listen to her/him saying a target language chunk and then to look at the screen and say "Stop!" when they see a scene in the picture strips with the target chunk that the teacher has just said (**SELS3.1, CS2.7**). The teacher stops if the pupils are correct, but not if they are not (**V3.3, V4.1, V7.1, LS1, LS2, LS4**).

ENG.2.2.G2.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate pupils' practice with the target language chunks, the teacher prepares necessary number of headings on the screen with symbols for the components of the theme "classroom life with classroom instructions and language; classroom furniture, devices and objects; weather conditions; colours", and writes the appropriate language chunks to be used with each of the groups. She/He also provides the vocabulary items on the Smart Board screen. The teacher wants the pupils to think for a while and talk with their peers about which target words can be used in which language chunk group (**SELS2.2, V3.1, V10.3, V13.4, V14.1, V18.2, LS1, LS4, CS2.4**). Then the pupils go to the board and move the words under the correct heading and say the complete sentence with the target words and the chunks. They are then asked to say a sentence with the target chunk aloud as a class. Each sentence is repeated after each pair. Their learning can be checked as described in items (5), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. The same game can be played with pictures on the blackboard if there are technological/technical problems (**D2.5**). To organise the pupils' further practice to consolidate the target language chunks, the teacher could create some action sequences in context by repeating, saying, and acting out with different activity bundles where their learning can be checked as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum (**CS2.13**). There is no analysis or teaching of grammatical structures at this stage. Pupils can automatically, spontaneously, and naturally select and use the target language chunks in the current context (**SELS3.1, V3.4, V4.2, V7.1, LS5, CS2.3, CS2.4, CS2.16.2**). For consolidation of the target language chunks, the teacher can facilitate more fun activities and games so that the pupils can practise and consolidate them (**V4.4, V7.2**).

ENG.2.2.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Writing activities help pupils produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "classroom life with classroom instructions and language; classroom furniture, devices and objects; weather conditions; colours" as in other themes. Writing activities are arranged according to age and level so they are quite limited and are gradually expanded (**V3.2, V3.4, V13.4, V14, V14.1, V18.2, LS1, LS2, LS4**).

ENG.2.2.W2.

COPYING FROM THE MODEL: Initially, pupils produce very limited and short pieces of writing, such as words and word groups to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening/watching and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat, answering simple questions with a limited number of words, or simply explaining in context what they hear and see and what they are asked to do. They are provided a written model/example to copy. By copying a simple written model, they get used to seeing and using the target words, language chunks, punctuation, spelling and so on in written language **(D3.1, SELS3.1, V3.4, LS1, CS2.4, CS2.16.3)**. To further practise guided and copied writing, the teacher gives all the pupils some paper/cardboard to make a model in groups **(SELS2.1, SELS2.2)** (of two, three, four etc.) and to write the names of the vocabulary items about “classroom life with classroom instructions and language; classroom furniture, devices and objects; weather conditions; colours” next to their drawings on the model related to classroom life. The teacher asks them to look at the Smart Board screen with the model related to classroom life that she/he has made earlier so that the pupils can easily copy the target words for the items as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum **(V4.4, V7.3, V13.4, V14.1 V18.2, LS2, LS4)**.

ENG.2.2.W3.

CREATING CONTENT BASED ON THE MODEL: For practising more with the written forms of the target words, language chunks, and the social language for the theme, new contexts are created in the form of a new animated short story or a dialogue for the pupils to practise further by seeing/hearing/reading/writing (copying) the target words and language chunks about the concept of “classroom life” in fun, enjoyable, varied, and versatile activities. This new content is contextual, simple, practical, and appropriate to the pupils’ age and language level **(D1.2, D1.6, SELS3.2, V3.4, V4.2, V4.4, LS1, LS4, CS2.20)**.

ENG.2.2.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Pupils are encouraged to produce a variety of written products such as clauses, sentences, acronyms, messages, posters, e-mails, poems, songs and so on to express their ideas, thoughts, and feelings **(D2.5, SELS3.2, CS2.13)**. All the content is expected to be contextual, practical, authentic, real, and appropriate to the pupils’ age, interests, and language level **(V3.4, V7.2, LS1, LS4)**.

ENG.2.2.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Pupils interact and communicate with peers and/or other people inside or outside school by using the written language including the target words, language chunks, and the social language for the theme “classroom life with classroom instructions and language; classroom furniture, devices and objects; weather conditions; colours” from simple to more expanded versions in their writing **(SELS2.2, SELS2.3, V4.2, V13.4, V14.1, V15.1, V18.2, LS1, LS4, LS5, CS2.20)**. AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce simple digital materials and projects at school and at home in a variety of ways **(D3.3, SELS3.2, SELS3, V3.4, V7.2, V11.1, LS2, CS2.20)**. These activities can be evaluated as described in items (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.2.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing expression process and asks them to express their thoughts, ideas, and feelings about the process in simple ways, for instance by using emoticons, symbols,

drawings, charts etc. **(D1.5, SELS1.3, V4.2, LS1, CS2.15)**. Pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs **(D2.4, D3.5, V12.1, V15.1, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3, LS4)**.

ENG.2.2.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance pupils' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures, and the social language expressions of the theme about "classroom life with classroom instructions and language; classroom furniture, devices and objects; weather conditions; colours" **(V3.2, V4.2, V13.4, V14.1, V18.2, LS1, LS4, LS5)**.

ENG.2.2.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, pupils recognise the language with the target language items through the models **(CS2.6)**. They practise the language in a controlled way, by telling, repeating, and imitating what they hear and see in the context **(D1.3, D3.2, SELS3, V3.4, LS1, LS4, CS2.4)**. The spoken content of the model becomes a path for them to follow.

ENG.2.2.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new and simple photo/picture strip/pantomime/video stories, dialogues, etc. as new opportunities for the pupils to talk about them for practising further through questions, explanations, inferences etc. **(D1.3, SELS3.2, V3.4, V7.1, LS1, LS4, CS2.13)**.

ENG.2.2.S4.

CONSTRUCTING SPOKEN MATERIALS: Pupils are encouraged to produce several spoken products related to the extended contexts such as simple dialogues, short texts etc. To interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "classroom life with classroom instructions and language; classroom furniture, devices and objects; weather conditions; colours" **(SELS2.2, SELS3.2, V4.2, V11.1, V13.4, V14.1, V18.2, LS1, LS4, LS5, CS2.20)**. AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings for developing their oral skills **(D1.2, D1.6, D3.3, SELS3.2, SELS3.3, V3.4, V7.2, LS2, CS2.20)**.

ENG.2.2.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Pupils communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20)**. Picture strip stories can be used at the end of each theme to provide a consolidation and revision. These new contents created are contextual, practical, authentic, real, and appropriate to the pupils' age, interests, and language level. Storification, drama, and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme **(V3.4, V15.1, LS1)**. Pupils are encouraged to produce several spoken products related to the extended contexts such as dialogues, show and tell activities, acting out activities to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "classroom life" and its components such as "classroom instructions and language; classroom furniture,

devices and objects; weather conditions; colours" (**SELS2.2, SELS3.2, V4.2, V7.2, V13.4, V14.1, V18.2, LS4, LS5, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.2, SELS3.3, V11.1, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG.2.2.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V4.2**). Some volunteer pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**SELS1.2, SELS2.2, V12.1, V20.4, LS1, LS4, CS2.15**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V10.3**).

TEACHER REFLECTION: She/He can keep a class journal in which she/he makes notes about what worked or didn't work in teaching the theme and pupils' learning and the potential reasons for this to find solutions. She/He can ask a colleague to observe her/his lessons and give feedback on the lessons (peer observation). She/He can also discuss the whole teaching process with her colleagues to specify the challenges faced throughout the whole current theme.

DIFFERENTIATION

Expansion

Objective: To practise and improve knowledge and skills for talking about classroom, classroom furniture, objects and instructions in English.

Activity 1: Interactive vocabulary game

One set of cards is made with pictures of objects in the classroom and another set with their names. Pupils work in pairs to match the pictures with the correct words. An interactive word wall is set up where pictures of basic classroom instructions can be drawn or target language chunks can be written under the picture using basic classroom instructions, such as "Come here!, Look at me!, Look here!, Open the door!, Close the door! etc...". Then working in pairs, one pupil says the instruction correctly and the other pupil acts it out and repeats the chunk. Then they do the action and say the chunk together. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 2: Bingo

Bingo cards are made with pictures of classroom objects and furniture in different colours. Colours are called out, and pupils mark their cards that are only colours. After marking, they use the colour in a target language chunk and say it. The first pupil to complete a row shouts "Bingo!" and then they repeat as a whole class. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 3: Hop and say

A number line is created on the floor with tape. A number is called out, and the pupils have to hop to that number. When they hop, they have to say the number correctly. To increase the level of difficulty, basic Maths problems are called out (e.g., "Hop to $5 + 3$ "). They repeat the numbers as a whole class. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 4: Song

A song consisting of the basic short classroom instructions (Stand up! /Sit down! /Listen! /Come here! / Be quiet! /Open the door! /Close the door!) can be used as a consolidation activity. The pupils can repeat the song after the tape to remember and revise the classroom instructions. Pupils choose a peer and sing a part of the song at random and have her/his peer act it out. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Supporting

Objective: To practise and improve knowledge and skills for talking about classroom, classroom furniture, objects and instructions in English.

Activity 1: Interactive vocabulary game

One set of cards is made with pictures of objects in the classroom and another set with their names. Pupils work in pairs to match the pictures with the correct words. An interactive word wall is set up where pictures of basic classroom instructions can be drawn or target language chunks can be written under the picture using basic classroom instructions, such as "Come here!, Look at me!, Look here!, Open the door!, Close the door! etc...". Then they repeat the words as a whole class. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 2: Bingo

Bingo cards are made with pictures of classroom objects and furniture in different colours. Colours are called out, and pupils mark their cards that are only colours. After marking, they say the colour word. The first pupil to complete a row shouts "Bingo!". Then they repeat the words as a whole class. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 3: Hop and say

A number line is created on the floor with tape. A number is called out, and the pupils have to hop to that number. When they hop, they have to say the number correctly. Then they repeat the number as a whole class. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 4: Song

A song consisting of the basic short classroom instructions (Stand up! /Sit down! /Listen! /Come here! / Be quiet! /Open the door! /Close the door!) can be used as a consolidation activity. The pupils can repeat the song after the tape to remember and revise the classroom instructions. They repeat the song as a whole class. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 3: PERSONAL LIFE

Sub-themes: Parts of the body and physical features; clothes; days of the week, ages and birthdays; weather conditions

This theme is centred on the concept of “personal life” and covers the sub-themes of “parts of the body and physical features; clothes; days of the week, ages and birthdays; weather conditions”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 11

FIELD SKILLS AND SUPPORTIVE SKILLS	FLFS1. Listening/Watching-Comprehension
	FLFS2. Reading-Comprehension
	FLFS3. Speaking-Expression
	FLFS4. Writing-Expression
	FLSS1. Gramming: Selection and Use
	FLSS2. Vocabulary: Selection and Use
	FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

DISPOSITIONS	D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values	V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V14. Respect, V15. Love and Affection, V18. Cleanliness, V20. Benevolence

Literacy Skills	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy

INTERDISCIPLINARY**RELATIONS**

Turkish, Maths, Life Study/ Science of Life, Visual Arts, Music, Physical Education and Games

INTERSKILLS

CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 2 is structured based on holistic approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.2.3.L1. Pupils can get ready for the listening/watching-comprehension process for the current content on “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions”

- a) *Pupils activate their pre-existing knowledge and experiences related to the current theme and content, by recalling it in her/his own language in their minds.*
- b) *Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content, by responding to simple questions with physical actions without speaking Turkish or without having a translation.*
- c) *Pupils make simple predictions about the current content, by using pre-existing knowledge and experience based on the realia, pictures, and context.*

ENG.2.3.L2. Pupils can bring information about the current content on “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions” together with key details and main components while listening/watching it.

- a) *Pupils make simple predictions about the current content based on the surrounding audio/visual elements scattered around the classroom in relation to the current theme.*
- b) *Pupils comprehend the topic of the current content by listening (to)/watching it as a whole without having intervals.*
- c) *Pupils recognise concrete/simple/basic details and components within the whole introductory content by watching and listening to it by noticing the basic components.*

ENG.2.3.L3. Pupils can make meaning of/derive meaning from the current content on “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions” through details by listening/watching it carefully.

- a) *Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept.*
- b) *Pupils locate the components of the current content within the whole by listening and watching it.*
- c) *Pupils make simple and basic classifications of the current content when necessary by grouping components, words, and other aspects with the help of visuals.*
- d) *Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components, words, and other aspects with the help of visuals.*
- e) *Pupils recognise very concrete/simple/basic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components.*
- f) *Pupils internalise the current content personally in an age- and level-appropriate manner, recognising that it is about her/his present life at school.*

ENG.2.3.L4. Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions” in a very simple way.

- a) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content in a very simple way.*
- b) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content by sharing them with others in a very simple way.*

ENG.2.3.P1. Pupils can select and use the target phonological elements of the current content about “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others.

- a) Pupils listen to/watch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups, and individually.*
- c) Pupils recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) Pupils use the target theme-specific phonological elements of the current content appropriately, spontaneously, and effectively when communicating with others.*

ENG.2.3.R1. Pupils can get ready for the reading-comprehension process about the current content on “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions”.

- a) Pupils activate their pre-existing knowledge and past experiences related to the current theme and content.*
- b) Pupils recognise simple and basic relationships between their pre-existing knowledge, past experiences, and clues to the current content.*
- c) Pupils make simple preliminary predictions about the current content based on recognised relationships.*

ENG.2.3.R2. Pupils can bring information about the current content on “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it.*
- b) Pupils grasp the topic of the current content generally by looking at the surrounding audio/visual materials quickly through skimming.*
- c) Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning.*

ENG.2.3.R3. Pupils can make meaning of/derive meaning from the current content about “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions” by reading it carefully.

- a) Pupils check the current content in detail for the accuracy of initial predictions that are made earlier.*
- b) Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- c) Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- d) Pupils recognise basic horizontal/vertical relationships within the current content that contribute to the perception of it in a simple and meaningful way.*

- e) *Pupils make simple, basic, and meaningful inferences from the information in the current content by examining it.*
- f) *Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level.*

ENG.2.3.R4. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions” for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply.*

ENG.2.3.V1. Pupils can select and use the target vocabulary of the current content about “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils hear/view target vocabulary in the current content as a whole in context.*
- b) *Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearing/watching the target material and source, together with pointing to the pictures displayed in class.*
- c) *Pupils recognise the use of the target words in the target material and source, by listening/watching it several times and seeing how and where the target words are used to describe the current concept.*
- d) *Pupils associate the contextual meanings of target words reinforced and recognised through whole class, group and individual repetition, with pre-existing conceptual meanings in mind.*
- e) *Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class, group and individual repetition.*
- f) *Pupils make use of the semantically related target vocabulary in a spontaneous, authentic, and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge (in Turkish in his/her mind).*
- g) *Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends, family, and other people outside the school by being aware of their differences.*

ENG.2.3.G1. Pupils can select and use the language including target grammatical elements of the current content about “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils become familiar with the current content by listening, viewing, and reading it several times.*
- b) *Pupils reinforce familiarity with the target content by listening to/watching it several more times if necessary, through the recognition of actions involved in it.*
- c) *Pupils listen to/watch an audio/visual/written presentation of current content with target language chunks representing target language use, narrated through body language and verbal repetition.*

- d) Pupils gain auditory/visual awareness by listening/watching/reading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition.
- e) Pupils repeat target language chunks many times in the current auditory/visual/written context many times, without knowing, analysing, or thinking about their rules, verbally, automatically, and by pointing.
- f) Pupils repeat the auditory/visual/written content containing target language chunks many times automatically, naturally, and verbally within short, simple, and meaningful sentences without knowing, analysing, or thinking about their rules.
- g) Pupils act out physically the language chunks in the heard/viewed/seen content without knowing, analysing, or thinking about their rules.
- h) Pupils repeat the language chunks in the auditory/visual/written content automatically and act them out simultaneously and physically without knowing, analysing, or thinking about their rules.
- i) Pupils automatically select and use similar target language chunks related to the current content heard/seen/read in oral communication without knowing, analysing, or thinking about their rules.

ENG.2.3.W1. Pupils can get ready for the writing-expression process about the current content on “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions” in an age- and level-appropriate way.

- a) Pupils activate their pre-existing knowledge and experiences used in the initial processes of listening/viewing (and/or reading) and associate it with the current content in a simple way.
- b) Pupils understand correctly what the current writing task is as guided and assigned.

ENG.2.3.W2. Pupils can copy the model/example on the writing task about the current content on “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions” based on the model/example provided to practise for further writing activities.

- a) Pupils rewrite model/example content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills.

ENG.2.3.W3. Pupils can organise and form a content for the assigned writing task on the current content “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays” based on the model/example provided.

- a) Pupils organise a very simple, short, and meaningful content for a prepared and/or unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type, age, and language level.

ENG.2.3.W4. Pupils can practise writing by constructing content for the assigned writing task on the current content “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays”.

- a) Pupils use materials, structural features, discourse forms, and punctuation appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task.
- b) Pupils select and use target words, language chunks, and social language expressions appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task related to the theme.
- c) Pupils express simple messages clearly for a prepared and/or unprepared writing task related to the current theme.

ENG.2.3.W5. Pupils can reorganise and use information by reconstructing it in the new written tasks about the “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions” to communicate with other people.

- a) *Pupils use similar information from the current content in different contexts by simply, meaningfully, and individually reorganising it.*
- b) *Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others.*

ENG.2.3.W6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply.*

ENG.2.3.S1. Pupils can get ready for speaking-expression process about the current content on “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions” with the help of supplementary audio-visual materials.

- a) *Pupils become familiar with model/example content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listening/watching/reading and associating it with the current content.*

ENG.2.3.S2. Pupils can imitate the model/example for producing verbal content about the current theme on “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions”.

- a) *Pupils become familiar with the model/sample content through repetition and imitation in context while and after listening (to)/watching it with the help of audio-visual aids.*

ENG.2.3.S3. Pupils can organise simple new verbal content on “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions” by speaking accurately, efficiently, and authentically.

- a) *Pupils design simple new verbal content by imitating model/sample content for prepared and/or unprepared speaking situations based on the model/sample that was listened (to)/watched earlier.*
- b) *Pupils organise simple new verbal content by imitating model/sample content for prepared/unprepared speaking situations, appropriate to the model/sample, context, age, and language level.*

ENG.2.3.S4. Pupils can form a simple new verbal content on “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions” through reconstruction by speaking accurately, efficiently, and authentically.

- a) *Pupils select and use accurate pronunciation, discourse forms, target words and language chunks for prepared and/or unprepared speaking situations, by imitating model/example content, appropriate to age and language level.*
- b) *Pupils select simple and contextually appropriate content/information quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the model/sample, age, language level, and context (question-answer, pointing and saying, selecting and saying, etc.) within the given (thinking) time.*

- c) *Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way (short monologues, dialogues, show and tell, pantomime drama, etc.).*
- d) *Pupils express messages in a concrete, simple, and clear way for the listener in prepared and/or unprepared speaking situations together with mimics, gestures, and body language.*

ENG.2.3.S5. Pupils can reorganise and use information about the current theme on “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions” by reconstructing it to communicate with other people.

- a) *Pupils use the presented information in different contexts in a simple, natural, accurate, and necessary way by reorganising it individually and verbally.*
- b) *Pupils engage in verbal communication by sharing the reconstructed meaningful information with others.*

ENG.2.3.S6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life with basic parts of the human body, physical features, clothes, days of the week, ages, and birthdays; weather conditions” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process in a very simple way.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way.*

CONTENT FRAME

PERSONAL LIFE:

Sub-themes: Parts of the body and physical features; clothes; days of the week, ages and birthdays; weather conditions

Target Vocabulary in Use (with revisional vocabulary):

Parts of the body: A body, a leg(s), a hand(s), an arm(s) a head, a face, an ear(s), an eye(s), a nose, a mouth, hair.

Adjectives: Big, short, long, small, tall, blond, dark.

Clothes: Tops: A shirt, a T-shirt, Bottoms: trousers (pants-AmE.), Dresses: a dress, Outwear: a coat, Footwear: shoes, Accessories: a hat, a scarf, glasses, gloves, an umbrella.

Ages: I'm seven.

A gift, a birthday.

Days of the week for birthdays: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

Weather: Cold, hot, it's raining (rainy-AmE.), it's snowing (snowy-AmE.)

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social, and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Language Chunks in Use:

Language Chunks ("To be-present): (+), (-), (?):

How old are you? I'm/am 7.

Is it your birthday today? Yes, it is.

What's/is it? / It/This is a nose/ a shirt.

What colour is it? (pointing to the nose) It's/is pink.

Is she tall? Yes, she is. No, she isn't/is not. What day is it today? It's/is Monday today.

How's the weather? It's cold.

Functions: Asking and answering about ages of people, their birthdays, parts of their body, physical features, days of the week, describing weather conditions.

Have got/ Has got: (+)(-)(?):

What have you got? I've got a nose. How many ears have you got? I've got two ears. What have you got? I've got blue trousers. I've got a purple shirt.

Function: Talking about possession, body parts and clothes.

Articles: a/an

Function: It is taught without its logic; automatic use is expected.

Preposition: on

Function: It is used for describing where things are.

Target Social Language in Use:

Wow!

Great!

That looks great!

Nice eyes/ hair! etc.

Cheer up, everybody!

Not now!
 I'm OK!
 You are welcome!
 Let's play together!
 It's late.
 Time to sleep!
 I see!
 Time for school!
 See you after school!
 That sounds great!
 It's break time!
 It's your turn!

Target Phonological Sounds in Use:

Vowels: e, i

Consonants: f, g, h, j

Vowels: e: (/e:/, /i:/, /ə/); i: (/aɪ/, /ɪ/, /i:/)

Consonants: f: (/f/), g: (/g/, /dʒ/), h: (/h/), j: (/dʒeɪ/, /dʒ/)

*No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

It is assumed that pupils have the knowledge of their body parts such as body, leg(s), hand(s), arm(s) head, face, ear(s), eye(s), nose, mouth, and hair and also ages, clothes, and days of the week in their own language. This inner knowledge prepares them to identify the same concepts in another language, in this case English.

Key Concepts

Parts, body, parts of the body, features, physical features, clothes, days, week, days of the week, ages, birthdays, and weather conditions.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Pupils draw a body picture or make a cardboard model of a sweet monster or a fancy character sticking the pictures the parts of body on it. (A digital 3D model can also be made). They copy the words that go with the pictures and do a show-and-tell to introduce them to the class. This performance will be evaluated using rubrics.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on pupils' knowledge of "personal life" with its components such as "parts of the body and physical features; clothes; days of the week, ages and birthdays; weather conditions" in their own language. As the pupils are seven-year-old children, they can know what the parts of the body and physical features are; what clothes are; what the days of the week are, what ages and birthdays are in their own language, Turkish. Pupils know the most basic language chunks "What's/is it? It's/is -This is a...", "What colour ...?" which could help them ask and answer questions about many things about "the parts of the body and physical features; clothes; days of the week, ages and birthdays; weather conditions". The basic colours in English (black, white, pink, red, yellow, blue, and green) learnt in the previous theme can also be helpful in describing some body parts such as "I've got blue eyes" and clothes.

In the classroom, a fun warm-up activity which is not related to the theme "personal life" can be conducted as an ice-breaking session to help learners be ready for the whole learning process in the class with positive feelings for their well-being. This can be an activity such as a short game, a physical activity, listening to a

song/chant/rhyme and so on which will not require any English knowledge and also there will not be a need to speak Turkish.

Pre-Evaluation Process

It is assumed that pupils are suitable for learning about their “parts of the body and physical features; clothes; days of the week, ages and birthdays; weather conditions”. In English, taking into account their age, level of interest, aptitude for foreign language acquisition and learning, attitudes towards foreign language learning, and learning styles. It is expected that pupils’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about this concept and related words and chunks in English (as a foreign language). A sample practice could be applied asking them to point to their body parts correctly when they are given instructions in Turkish or with mimics and gestures without speaking any English and not saying anything in Turkish.

For pre-evaluation, the teacher could show a body (picture or real) with clothes then she/he could say in Turkish “Show me a face! Show me a head!”. The appropriate physical response is expected from the pupils, who show the so-called body parts. They do not speak Turkish or English during this activity. They just show the part of the body that the teacher says with physical responses and the teacher checks whether they know it in their own language. This can be evaluated by an observation scheme.

Establishing Links

Pupils are asked to recall the concept of “personal life with parts of the body and physical features; clothes; days of the week, ages and birthdays; weather conditions” by remembering their pre-existing background knowledge about them (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without translating anything until they start learning the target words in the current (new) concept “personal life with parts of the body and physical features; clothes; days of the week, ages and birthdays; weather conditions” in English. To remind them of the pre-existing background knowledge (they already have in their own language) about the current concept, some related pictures are displayed on the walls of the classroom or on the Smart Board before the main teaching/learning flow begins in the class. The pictures could be of a doll’s body. All the body parts to be taught in the theme are coloured and highlighted separately. The pictures are shown to the pupils and they are asked if they know what they are about in Turkish without giving their English equivalents, as it is only a matter of thinking about the visuals presented in their own language as a whole and reflecting that they know what they are saying yes or no or nodding their heads. They do not translate anything from Turkish into English or vice versa, and it is a short conversation to familiarise them with the concept of body parts.

Some questions can be asked in Turkish:

Have you understood what these are? (The answer is yes or no in Turkish or nodding their heads)

Do you know these words in Turkish? (The answer is yes or no in Turkish or nodding their heads without saying the words in Turkish)

An example practice could be done to point correctly to a picture of a body and/or pictures of body parts in it correctly when they are given instructions by the teacher with English, Turkish and/or with mimics and gestures. Pupils give responses physically by pointing out relevant so-called pictures without speaking any English and/or Turkish.

In this way, connections are made between pre-existing knowledge about body parts (in their minds) in their own language and the present information about the concept of “body parts” through meaningful contextualised activities with visuals within the theme.

Learning-Teaching Practices

WARM UP TO THE WHOLE THEME FOR WELL-BEING

Before starting to work on the theme, to prepare the pupils emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the pupils feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as playing a short game, doing a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, saying a tongue twister, etc. that has no relation or connection to the current theme and does not require any knowledge of English. This is done only for fun and relaxation. **(D2.5, SELS2.1, V12.1, LS2, LS4).**

INTEGRATION OF LANGUAGE SKILLS IN THE THEME:

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around a central topic and sub-themes, allowing pupils to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where pupils engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing expression) with the help of their vocabulary, grammar and phonological selection, and use skills.

ENG.2.3.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: After having an activity about the current theme during the background recall session, pupils can have a vision of “personal life” in their minds, so a further concept check would help them prepare for the current theme (**D3.2, SELS1.1, V3.2, LS1, CS2.11, CS2.16.2**). For instance, the teacher could bring into the classroom and show a card model of a school and sets of pictures about the components of it. The teacher then asks the pupils to point to the pictures in or on the model. She/He asks what they think the topic of the main context of the theme, the introductory digital story, that they are going to watch is about (**V3.3, LS2, LS4, CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme. It is both an entry material and the main context to the whole theme at the same time. (A 3-D model of the components of personal life can also be created using Web 2.0 programmes.) They can guess the sub-concepts of personal life, so they can easily understand that the current theme will be “personal life” (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.4, LS1, LS2, LS4, CS2.10, CS2.17**).

ENG.2.3.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: To have access to the current theme, the teacher asks the pupils to watch the introductory digital story carefully recalling the pictures shown earlier (**CS2.11**). The introductory digital story is watched to identify the target theme “personal life with parts of the body and physical features; clothes; days of the week, ages and birthdays” as a whole, without stopping the video at any point, so that the pupils can understand the theme/topic holistically (**D3.2, SELS1.1, V3.3, V10.1, V14.2, V15.5, V18.1, LS1, LS2, LS4, LS5, CS2.14, CS2.16.2**).

ENG.2.3.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw the pupils’ attention to the content about personal life and its relevant components, some pictures are brought into the classroom by the teacher. The teacher brings a necessary number of large boxes for the pictures (some symbols are stuck on the boxes for personal life with parts of the body, physical features, clothes, days of the week, ages, and birthdays and puts the boxes on the table. She/He puts the corresponding picture into the related box when the corresponding vocabulary is mentioned in the introductory digital story without stopping the video while the pupils watch the story (**V3.3, V10.1, V14.2, V15.5, V18.1, LS1, LS5**). When they have watched the whole story, the teacher shows the items in the boxes on the table and asks some simple display questions about it. In this way, the teacher could carry out a monologue and also engage in a dialogue with the whole class to check that they have recognised the theme as a whole through its components, which can be used to check their learning as described in item (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, SELS2.1, V4.2, V6.1, LS2, LS4, CS2.8**). After watching the introductory digital

story, the teacher takes all the pictures out of the boxes and puts them back on the table again and says the word “personal life” several times aloud, and the pupils repeat after her/him. In this way, the main vocabulary of the theme “personal life” is introduced to the pupils in English. To remember the sequence of the scenes with the parts, places, and people in the “personal life” in the introductory digital story, the teacher shows the mixed images/pictures of the scenes on the Smart Board and asks the pupils to look at the images/ pictures of these scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs with the mixed paper pictures she has already given to the pupils **(SELS2.2, V3.4, V4.2, LS1, LS2)**. When the pairs have finished sorting the pictures for scenes of the story, the teacher asks the pupils to take turns or volunteer to order the scenes on the screen of the Smart Board (or the pictures on the blackboard **(SELS1.2, V4.1, V14.1, V20.4, LS4, CS2.6, CS2.10)**). This will help the teacher organise the story as a whole so that the pupils can identify the main theme and the components of the theme through their memories **(D1.2, D1.6, D2.3, CS2.12)**.

ENG.2.3.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V7.2)**. Some volunteer pupils express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, V20.4, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG.2.3.P1.

RECOGNITION OF TARGET PRONUNCIATION: To recognise the pronunciation of the new target words, language chunks, and social language expressions about the theme “personal life with parts of the body and physical features; clothes; days of the week, ages and birthdays”, the teacher puts on the table the pictures and boxes that she/he has previously used. She/He holds up each picture and asks the pupils to repeat each word aloud a few times as a whole class after listening to the recordings she/he has prepared beforehand using some Web 2.0 programmes. She/He puts the picture in the correct box about the group corresponding to the word while repeating the words with the whole class **(V3.4, V10.1, V14.2, V15.5, V18.1, LS1, LS4, LS5, CS2.16.3)**. The teacher could offer variations with some techniques, such as showing the picture of the target words about personal life to the pupils to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both. To help the pupils pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers, using the shadow technique, in which pupils immediately repeat whatever the teacher is saying or the story, without pausing **(D1.3, SELS1.2, SELS2.1, V3.4, V7.1, LS2, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be extended with different forms of TPR activities, e.g. first the teacher says the target words for the theme and its components, the pupils listen; then the teacher says the target words and acts them out, the pupils repeat after her/him **(SELS2.1, CS2.6)**. Then the teacher and the pupils say the target words and act them out together at the same time. Then the pupils say the words, and the teacher acts them out **(V3.4, V4.2, V15.1, LS4)**. These “personal life”-related actions can be done through the actions which can be done in the school, but they are only used for acting without teaching them as verbs in English. For instance, they can pretend to do things according to the topic. As a variation, they can also repeat the words after the teacher happily, sadly, angrily etc. using different tones of voice through TPR techniques **(SELS2.3, V11.1, V12.2, LS5, CS2.9)**. Then some groups of pupils say the words, some groups of pupils act them out. While doing the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom. Some action sequences are also created through which the pupils can practise the social language expressions of the theme in a fun way by repeating, pointing, and miming in several games. Several fun pronunciation games could be played

where pupils whisper a target word into the ears of their peers forming a chain and the last person says it aloud and the class checks if the word is pronounced correctly or not (**D2.5, SELS2.1, SELS2.2, V4.3, V4.4, V6.2, LS6, CS2.12**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.3.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading activities throughout the theme when and where necessary with precise techniques and the necessary amount. Reading is quite limited for this age group and it is done in two ways in the theme, by using a short extract from the written version of the introductory digital story and/or additional short reading texts in reading sections of the teaching materials to be used. The texts are very short, precise, and simple, as they are limited reading texts. Various reading styles including reading aloud, chorus reading, silent reading, and speed reading are used as main styles. Basic reading techniques such as skimming, scanning, and reading for detail are used in very simplified ways. Pre-reading, while-reading, and post-reading phases are used in a simplified and age-appropriate way in the theme. The ultimate aim of reading practice is to increase comprehension, improve fluency, develop pre-critical thinking skills, support the ability to comprehend and help talk/write about the content in a meaningful and communicative way. In this way pupils' language and communicative competence improve gradually (**V3.2, LS1, LS4, CS2.3, CS2.6, CS3.3**). For the initial stage of reading, the teacher asks the pupils to look at quickly the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme on "personal life with parts of the body and physical features; clothes; days of the week, ages and birthdays" (**V3.3, V10.1, V14.2, V15.5, V18.1, LS2, LS4, LS5, CS2.8**). At this stage, the teacher could ask the pupils to read the title/heading of the content and ask the pupils which words they already know, and which come to mind in connection with the title by showing them a list of words and corresponding pictures to choose the ones they know (**SELS1.1, V3.4, LS1, CS2.16.2**). She/He reminds them not to ask for the meanings of new words or the words they do not know. She/He reminds them that this is only a recalling activity to check the words they know and that there will be time to work on the new words of the new theme later (**D3.2, D3.6, V12.1, CS2.10, CS2.12**).

ENG.2.3.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: To see the written forms of the target words and to do some simple reading, the teacher asks the pupils to look at the Smart Board where she/he shows a 3-D house model of "personal life" (that she/he has used earlier). Next to each item, the written form of the word is provided on the model. The teacher asks the pupils to read the words first silently. The teacher then points to a word at random and asks the pupils to read it out loud as a whole class. Then she/he invites volunteers to come to the board and they point to different words and the rest of the class read them aloud as a chorus (**D2.3, SELS1, V3.4, V4.2, V20.4, LS1, LS2, LS4, CS2.12**).

ENG.2.3.R3.

MAKING MEANING THROUGH READING: The teacher then shows (a short extract from) the written version of the introductory digital story (or another text about the theme) on the blackboard/Smart Board. She/He asks the pupils to read after her/him using the shadow reading technique as a whole class. She/He could also try different versions such as pyramid reading or radio reading techniques (reading silently for a while and then aloud, then silently, and so on) which are the combinations of silent and aloud reading using rhythms as prompts (**V3.4, V7.2**). After reading the words/word groups/clauses in the content, pupils proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1,**

V3.3, LS1, LS4, CS2.14). From display to communicative open-ended, various types of questions are used to understand the meaning of the short and simple texts about “personal life with parts of the body and physical features; clothes; days of the week, ages, and birthdays” (**SELS3.1, SELS3.2, V10.1, V14.2, V15.5, V18.1, LS5**). During this process pupils work collaboratively to exchange information, thoughts, and feelings (**SELS2.2, V4.2, CS2.6**). This is evaluated as described in items (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.3.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY:

The teacher asks pupils to think about the reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer pupils express what they think and feel about them (**V20.4, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V12.2, LS1**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.4, V10.3**).

ENG.2.3.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, pupils remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions (**SELS1.1, V3.2, LS1, LS2, LS4**). As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme.

ENG.2.3.V2.

RECOGNITION OF THE TARGET VOCABULARY: To introduce the meaning of the vocabulary related to the theme “personal life with parts of the body and physical features; clothes; days of the week, ages and birthdays”, the teacher asks the pupils to watch the introductory digital story again. A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help pupils to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some pictures for the vocabulary about the main components of the theme that take place in the story/text (**V3.3, V3.4, V10.1, V14.2, V15.5, V18.1, LS5**). Pupils circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story/text. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, CS2.4, CS2.6, CS2.7**). Then, from the beginning, whenever an item related to “personal life” is mentioned, the teacher stops the video and asks a question in the form of two options by showing their pictures (**CS2.6**). By guessing what they are based on the pictures, the scene, and the sound, pupils hear the English equivalents of the words for personal life with parts of the body and physical features; clothes; days of the week, ages and birthdays, and they answer as a whole class. In this way, they are introduced to the meaning of the target words (**D1.1, CS2.10**). This is done in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**)(3) and (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.2, V14.1, V10.1, V14.2, V15.5, V18.1, LS1, LS2, LS4, LS5**).

ENG.2.3.V3.

SELECTION AND USE OF TARGET VOCABULARY: To check whether the pupils are aware of the components of the main theme “personal life”, the teacher prepares an activity using the Web 2.0 program with images/pictures of components of “personal life”. She/He prepares three boxes on one side of the screen and mixed images/pictures for target vocabulary related to the “personal life” on the other side. She/He asks the pupils to look at the mixed pile of images/pictures on the Smart Board screen and scan them for a while to

remember them **(CS2.4)**. She/He asks the pupils to drag the objects about the components of the theme into the correct box on the screen. The boxes have the words for each component represented on them with symbolic pictures. The pupils are given the cut-out pictures and a large sheet of paper with the pictures of empty boxes. The teacher asks them to work in pairs and put the cut-out pictures in the right box and ask each other several display questions **(CS2.5)**. When the pupils have finished working with the cut-outs and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures as the components of the theme “personal life” to the correct empty boxes on the screen **(SELS1.2, CS2.5)**. In this way, images/pictures that are relevant to the concept of the theme “personal life” are consolidated through categorisation. The same activity can be done with real pictures on the white/blackboard if there is a problem with technology. To practise the meanings of the target words about the school, the teacher places several pictures for them in the different parts of the classroom. She/He then puts some flashcards with the target vocabulary for “personal life” on the blackboard/whiteboard. She/He takes a flashcard at random and shows it to the pupils. Pupils, working in pairs, look at the flashcard, decide which picture on the classroom walls is relevant, they go to the picture together, pin the flashcard to the noticeboard and say the word together first in pairs, and then as a whole class **(SELS2.1, SELS2.2, V3.4, V7.1, LS1, LS2, LS4, CS2.5)**. To consolidate the meanings of the new vocabulary items for the concept of “personal life”, the teacher could organise several activities in pairs and groups with pictures and flashcards such as Bingo, Pelmanism, King’s game, Odd One out, etc. **(SELS2.2)**. These activities are closed and controlled so that pupils can practise the current (new) vocabulary about the current context in the beginning but later they work with simple and easy open-ended and communicative activities **(D2.5, SELS3.1, V4.2, V7.2, LS5)**. This is evaluated as described in items (1), (2), (3), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the pupils to copy the words in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling using the words written on the model school on the blackboard/ Smart Board **(SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS1, LS4)**. This is evaluated as described in items (3) and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.3.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the pupils’ attention to the target language chunks of the theme, the introductory digital story is played so that the pupils can notice the target language chunks about the theme “personal life with parts of the body and physical features; clothes; days of the week, ages and birthdays” **(D3.2, V10.1, V14.2, V15.5, V18.1, LS5, CS2.2)**. While the pupils watch the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the pupils to do the same **(CS2.14)**. She/He could hold up large pictures and ask the pupils questions about the pictures with the target chunks expecting the pupils to ask and answer by using the target chunks. To check the pupils’ identification of the target language chunks, the teacher shows some picture strips that she/he has prepared for this activity, using some Web 2.0 programmes, after the pupils have watched the introductory digital story and imitated the actions and said the target language chunks. She/He asks the pupils to listen to her/him saying a target language chunk and then to look at the screen and say “Stop!” when they see a scene in the picture strips with the target chunk that the teacher has just said **(SELS3.1, CS2.7)**. The teacher stops if the pupils are correct, but not if they are not **(V3.3, V4.1, V7.1, LS1, LS2, LS4)**.

ENG.2.3.G2.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate pupils’ practice with the target language chunks, the teacher prepares necessary number of headings on the screen with symbols for the components of the theme “personal life with parts of the body and physical features; clothes; days of the week, ages and birthdays”, and writes the appropriate language chunks to be used with each of the groups. She/He also provides the vocabulary items on the Smart Board screen. The teacher wants the pupils to think for a while and talk with their peers about which target words can be used in which language chunk group **(SELS2.2,**

V3.1, V10.3, V10.1, V14.2, V15.5, V18.1, LS1, LS4, LS5, CS2.4). Then the pupils go to the board and move the words under the correct heading and say the complete sentence with the target words and the chunks. They are then asked to say a sentence with the target chunk aloud as a class. Each sentence is repeated after each pair. Their learning can be checked as described in items (5), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. The same game can be played with pictures on the blackboard if there are technological/technical problems **(D2.5)**. To organise the pupils' further practice to consolidate the target language chunks, the teacher could create some action sequences in context by repeating, saying, and acting out with different activity bundles where their learning can be checked as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(CS2.13)**. There is no analysis or teaching of grammatical structures at this stage. Pupils can automatically, spontaneously, and naturally select and use the target language chunks in the current context **(SELS3.1, V3.4, V4.2, V7.1, LS5, CS2.3, CS2.4, CS2.16.2)**. For consolidation of the target language chunks, the teacher can facilitate more fun activities and games so that the pupils can practise and consolidate them **(V4.4, V7.2)**.

ENG.2.3.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Writing activities help pupils produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "personal life with parts of the body and physical features; clothes; days of the week, ages and birthdays" as in other themes. Writing activities are arranged according to age and level so they are quite limited and are gradually expanded **(V3.2, V3.4, V10.1, V14.2, V15.5, V18.1, LS1, LS4, LS5)**.

ENG.2.3.W2.

COPYING FROM THE MODEL: Initially, pupils produce very limited and short pieces of writing, such as words and word groups to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening/watching and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat, answering simple questions with a limited number of words, or simply explaining in context what they hear and see and what they are asked to do. They are provided a written model/example to copy. By copying a simple written model, they get used to seeing and using the target words, language chunks, punctuation, spelling and so on in written language **(D3.1, SELS3.1, V3.4, LS1, CS2.4, CS2.16.3)**. To further practise guided and copied writing, the teacher gives all the pupils some paper/cardboard to make a model in groups **(SELS2.1, SELS2.2)** (of two, three, four etc.) and to write the names of the vocabulary items "personal life with parts of the body and physical features; clothes; days of the week, ages and birthdays" next to their drawings on the model related to personal life. The teacher asks them to look at the Smart Board screen with the model related to personal life that she/he has made earlier so that the pupils can easily copy the target words for the items as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum **(V4.4, V7.3, V10.1, V14.2, V15.5, V18.1, LS4, LS5)**.

ENG.2.3.W3.

CREATING CONTENT BASED ON THE MODEL: For practising more with the written forms of the target words, language chunks, and the social language for the theme, new contexts are created in the form of a new animated short story or a dialogue for the pupils to practise further by seeing/hearing/reading/writing (copying) the target words and language chunks about the concept of "personal life" in fun, enjoyable, varied, and versatile activities. This new content is contextual, simple, practical, and appropriate to the pupils' age and language level **(D1.2, D1.6, SELS3.2, V3.4, V4.2, V4.4, LS1, LS4, CS2.20)**.

ENG.2.3.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Pupils are encouraged to produce a variety of written products such as clauses, sentences, acronyms, messages, posters, e-mails, poems, songs and so on to express their ideas, thoughts, and feelings (**D2.5, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the pupils' age, interests, and language level (**V3.4, V7.2, LS1, LS4**).

ENG.2.3.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Pupils interact and communicate with peers and/or other people inside or outside school by using the written language including the target words, language chunks, and the social language for the theme "personal life with parts of the body and physical features; clothes; days of the week, ages and birthdays" from simple to more expanded versions in their writing (**SELS2.2, SELS2.3, V4.2, V10.1, V14.2, V15.1, V15.5, V18.1, LS1, LS4, LS5, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce simple digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3, V3.4, V7.2, V11.1, LS2, CS2.20**). These activities can be evaluated as described in items (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.3.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing expression process and asks them to express their thoughts, ideas, and feelings about the process in simple ways, for instance by using emoticons, symbols, drawings, charts etc. (**D1.5, SELS1.3, V4.2, LS1, CS2.15**). Pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs (**D2.4, D3.5, V12.1, V15.1, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V10.3, LS4**).

ENG.2.3.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance pupils' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures, and the social language expressions of the theme about "personal life with parts of the body and physical features; clothes; days of the week, ages and birthdays" (**V3.2, V4.2, V10.1, V14.2, V15.5, V18.1, LS1, LS4, LS5**).

ENG.2.3.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, pupils recognise the language with the target language items through the models (**CS2.6**). They practise the language in a controlled way, by telling, repeating, and imitating what they hear and see in the context (**D1.3, D3.2, SELS3, V3.4, LS1, LS4, CS2.4**). The spoken content of the model becomes a path for them to follow.

ENG.2.3.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new and simple photo/picture strip/pantomime/video stories, dialogues, etc. as new opportunities for the pupils to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V7.1, LS1, LS4, CS2.13**).

ENG.2.3.S4.

CONSTRUCTING SPOKEN MATERIALS: Pupils are encouraged to produce several spoken products related to the extended contexts such as simple dialogues, short texts etc. To interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “personal life with parts of the body and physical features; clothes; days of the week, ages and birthdays” (**SELS2.2, SELS3.2, V4.2, V11.1, V10.1, V14.2, V15.5, V18.1, LS1, LS4, LS5, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings for developing their oral skills (**D1.2, D1.6, D3.3, SELS3.2, SELS3.3, V3.4, V7.2, LS2, CS2.20**).

ENG.2.3.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Pupils communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision. These new contents created are contextual, practical, authentic, real, and appropriate to the pupils’ age, interests, and language level. Storification, drama, and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme (**V3.4, V15.1, LS1**). Pupils are encouraged to produce several spoken products related to the extended contexts such as dialogues, show and tell activities, acting out activities to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “personal life” and its components such as “parts of the body and physical features; clothes; days of the week, ages and birthdays; weather conditions” (**SELS2.2, SELS3.2, V4.2, V7.2, V10.1, V14.2, V15.5, V18.1, LS4, LS5, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.2, SELS3.3, V11.1, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG.2.3.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V4.2**). Some volunteer pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**SELS1.2, SELS2.2, V12.1, V20.4, LS1, LS4, CS2.15**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V10.3**).

TEACHER REFLECTION: She/He can keep a class journal in which she/he makes notes about what worked or didn't work in teaching the theme and pupils’ learning and the potential reasons for this to find solutions. She/He can ask a colleague to observe her/his lessons and give feedback on the lessons (peer observation). She/He can also discuss the whole teaching process with her colleagues to specify the challenges faced throughout the whole current theme.

DIFFERENTIATION

Expansion

Activity: "My Funny Puppet"

Objective: To consolidate and improve pupils' knowledge and skills about parts of the body in English.

Activity 1: Flashcard game

The teacher uses pictures and flashcards to introduce body parts (head, arms, legs, eyes, ears, etc.). Pupils repeat these words together, and the teacher shows and points to each part. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 2: Puppet game

Pupils are introduced to the "My Funny Puppet" activity. Each pupil will draw a funny puppet from their imagination and label its body parts. Pupils are asked to draw their own puppet and label the body parts. In addition to the drawing, pupils are asked to make their puppet talk by using self-introduction phrases learned in the first theme along with body parts (e.g., "My name is ... I have a pink nose; I have two yellow ears"). For presentation and sharing, the puppets are shown to the classmates, and the puppets with labelled body parts are displayed on the class bulletin board. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 3: Dialogue game

A flashcard is shown, the word is said, and it is repeated by the pupils. Then, the pupils are asked to point to the corresponding body part on themselves. Additionally, high achiever pupils are asked to use the word in a sentence describing the body part and its colour. They are also encouraged to create a short dialogue with a peer. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Supporting

Objective: To consolidate and improve pupils' knowledge and skills on talking about parts of the body in English.

Activity 1: Flashcard game

The teachers show a flashcard, say the word and have the pupils repeat it. Then, the pupils are asked to point to the corresponding part of their body. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 2: Puppet game

A simple puppet template is given to the pupils. The positions of the body parts (e.g., head, arms, legs, eyes) are shown on the template. The template is coloured by the pupils, and the names of the body parts are written with the help of the teacher. The template is then cut out and the puppet is made. They repeat the words as a whole class. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 4: FAMILY LIFE

Sub-theme: Family members and family members' physical appearances and physical features

This theme is centred on the concept of "family life" and covers the sub-themes of "family members and family members' physical appearances and physical features". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS

11

FIELD SKILLS AND SUPPORTIVE SKILLS

FLFS1. Listening/Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Grammatical: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

-

DISPOSITIONS

D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness

INTERCURRICULAR COMPONENTS

Social-Emotional

Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values

V2. Family Integrity, V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V8. Privacy, V10. Modesty, V11. Independence, V12. Patience, V14. Respect, V15. Love and Affection, V20. Benevolence

Literacy Skills

LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy

INTERDISCIPLINARY

RELATIONS

Turkish, Maths, Life Study/ Science of Life, Visual Arts, Music, Physical Education and Games

INTERSKILLS CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 2 is structured based on holistic approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.2.4.L1. Pupils can get ready for the listening/watching-comprehension process for the current content on “family life with family members and family members’ physical appearances and physical features”.

- a) *Pupils activate their pre-existing knowledge and experiences related to the current theme and content, by recalling it in her/his own language in their minds.*
- b) *Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content, by responding to simple questions with physical actions without speaking Turkish or without having a translation.*
- c) *Pupils make simple predictions about the current content, by using pre-existing knowledge and experience based on the realia, pictures and context.*

ENG.2.4.L2. Pupils can bring information about the current content on “family life with family members and family members’ physical appearances and physical features” together with key details and main components while listening/watching it.

- a) *Pupils make simple predictions about the current content based on the surrounding audio/visual elements scattered around the classroom in relation to the current theme.*
- b) *Pupils comprehend the topic of the current content by listening (to)/watching it as a whole without having intervals.*
- c) *Pupils recognise concrete/simple/basic details and components within the whole introductory content by watching and listening to it by noticing the basic components.*

ENG.2.4.L3. Pupils can make meaning of/derive meaning from the current content on “family life with family members and family members’ physical appearances and physical features” through details by listening/watching it carefully.

- a) *Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept.*
- b) *Pupils locate the components of the current content within the whole by listening and watching it.*
- c) *Pupils make simple and basic classifications of the current content when necessary by grouping components, words, and other aspects with the help of visuals.*
- d) *Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components, words, and other aspects with the help of visuals.*
- e) *Pupils recognise very concrete/simple/basic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components.*
- f) *Pupils internalise the current content personally in an age- and level-appropriate manner, recognising that it is about her/his present life at school.*

ENG.2.4.L4. Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “family life with family members and family members’ physical appearances and physical features” in a very simple way.

- a) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content in a very simple way.*
- b) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content by sharing them with others in a very simple way.*

ENG.2.4.P1. Pupils can select and use the target phonological elements of the current content about “family life with family members and family members’ physical appearances and physical features” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others.

- a) *Pupils listen to/watch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups, and individually.*
- c) *Pupils recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Pupils use the target theme-specific phonological elements of the current content appropriately, spontaneously, and effectively when communicating with others.*

ENG.2.4.R1. Pupils can get ready for the reading-comprehension process about the current content on “family life with family members and family members’ physical appearances and physical features”.

- a) *Pupils activate their pre-existing knowledge and past experiences related to the current theme and content.*
- b) *Pupils recognise simple and basic relationships between their pre-existing knowledge, past experiences, and clues to the current content.*
- c) *Pupils make simple preliminary predictions about the current content based on recognised relationships.*

ENG.2.4.R2. Pupils can bring information about the current content on “family life with family members and family members’ physical appearances and physical features” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it.*
- b) *Pupils grasp the topic of the current content generally by looking at the surrounding audio/visual materials quickly through skimming.*
- c) *Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning.*

ENG.2.4.R3. Pupils can make meaning of/derive meaning from the current content about “family life with family members and family members’ physical appearances and physical features” by reading it carefully.

- a) *Pupils check the current content in detail for the accuracy of initial predictions that are made earlier.*
- b) *Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- c) *Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- d) *Pupils recognise basic horizontal/vertical relationships within the current content that contribute to the perception of it in a simple and meaningful way.*
- e) *Pupils make simple, basic, and meaningful inferences from the information in the current content by examining it.*
- f) *Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level.*

ENG.2.4.R4. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “family life with family members and family members’ physical appearances and physical features” for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply.*

ENG.2.4.V1. Pupils can select and use the target vocabulary of the current content about “family life with family members and family members’ physical appearances and physical features” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils hear/view target vocabulary in the current content as a whole in context.*
- b) *Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearing/watching the target material and source, together with pointing to the pictures displayed in class.*
- c) *Pupils recognise the use of the target words in the target material and source, by listening/watching it several times and seeing how and where the target words are used to describe the current concept.*
- d) *Pupils associate the contextual meanings of target words reinforced and recognised through whole class, group and individual repetition, with pre-existing conceptual meanings in mind.*
- e) *Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class, group, and individual repetition.*
- f) *Pupils make use of the semantically related target vocabulary in a spontaneous, authentic and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge (in Turkish in his/her mind).*
- g) *Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends, family and other people outside the school by being aware of their differences.*

ENG.2.4.G1. Pupils can select and use the language including target grammatical elements of the current content about “family life with family members and family members’ physical appearances and physical features” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils become familiar with the current content by listening, viewing, and reading it several times.*
- b) *Pupils reinforce familiarity with the target content by listening to/watching it several more times if necessary, through the recognition of actions involved in it.*
- c) *Pupils listen to/watch an audio/visual/written presentation of current content with target language chunks representing target language use, narrated through body language and verbal repetition.*
- d) *Pupils gain auditory/visual awareness by listening/watching/reading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition.*
- e) *Pupils repeat target language chunks many times in the current auditory/visual/written context many times, without knowing, analysing, or thinking about their rules, verbally, automatically and by pointing.*
- f) *Pupils repeat the auditory/visual/written content containing target language chunks many times automatically, naturally, and verbally within short, simple, and meaningful sentences without knowing, analysing, or thinking about their rules.*

- g) *Pupils act out physically the language chunks in the heard/viewed/seen content without knowing, analysing, or thinking about their rules.*
- h) *Pupils repeat the language chunks in the auditory/visual/written content automatically and act them out simultaneously and physically without knowing, analysing, or thinking about their rules.*
- i) *Pupils automatically select and use similar target language chunks related to the current content heard/seen/read in oral communication without knowing, analysing, or thinking about their rules.*

ENG.2.4.W1. Pupils can get ready for the writing-expression process about the current content on “family life with family members and family members’ physical appearances and physical features” in an age- and level-appropriate way.

- a) *Pupils activate their pre-existing knowledge and experiences used in the initial processes of listening/viewing (and/or reading) and associate it with the current content in a simple way.*
- b) *Pupils understand correctly what the current writing task is as guided and assigned.*

ENG.2.4.W2. Pupils can copy the model/example on the writing task about the current content on “family life with family members and family members’ physical appearances and physical features” based on the model/example provided to practise for further writing activities.

- a) *Pupils rewrite model/example content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills.*

ENG.2.4.W3. Pupils can organise and form a content for the assigned writing task on the current content “family life with family members and family members’ physical appearances and physical features” based on the model/example provided.

- a) *Pupils organise very simple, short, and meaningful content for a prepared and/or unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type, age, and language level.*

ENG.2.4.W4. Pupils can practise writing by constructing content for the assigned writing task on the current content “family life with family members and family members’ physical appearances and physical features”.

- a) *Pupils use materials, structural features, discourse forms, and punctuation appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task.*
- b) *Pupils select and use target words, language chunks, and social language expressions appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task related to the theme.*
- c) *Pupils express simple messages clearly for a prepared and/or unprepared writing task related to the current theme.*

ENG.2.4.W5. Pupils can reorganise and use information by reconstructing it in the new written tasks about the “family life with family members and family members’ physical appearances and physical features” to communicate with other people.

- a) *Pupils use similar information from the current content in different contexts by simply, meaningfully and individually reorganising it.*
- b) *Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others.*

ENG.2.4.W6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “family life with family members and family members’ physical appearances and physical features” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply.*

ENG.2.4.S1. Pupils can get ready for the speaking-expression process about the current content on “family life with family members and family members’ physical appearances and physical features” with the help of supplementary audio-visual materials.

- a) *Pupils become familiar with model/example content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listening/watching/reading and associating it with the current content.*

ENG.2.4.S2. Pupils can imitate the model/example for producing verbal content about the current theme on “family life with family members and family members’ physical appearances and physical features”.

- a) *Pupils become familiar with the model/sample content through repetition and imitation in context while and after listening (to)/watching it with the help of audio-visual aids.*

ENG.2.4.S3. Pupils can organise simple new verbal content on “family life with family members and family members’ physical appearances and physical features” by speaking accurately, efficiently, and authentically.

- a) *Pupils design simple new verbal content by imitating model/sample content for prepared and/or unprepared speaking situations based on the model/sample that was listened (to)/watched earlier.*
- b) *Pupils organise simple new verbal content by imitating model/sample content for prepared/unprepared speaking situations, appropriate to the model/sample, context, age, and language level.*

ENG.2.4.S4. Pupils can form a simple new verbal content on “family life with family members and family members’ physical appearances and physical features” through reconstruction by speaking accurately, efficiently, and authentically.

- a) *Pupils select and use accurate pronunciation, discourse forms, target words and language chunks for prepared and/or unprepared speaking situations, by imitating model/example content, appropriate to age and language level.*
- b) *Pupils select simple and contextually appropriate content/information quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the model/sample, age, language level, and context (question-answer, pointing and saying, selecting and saying, etc.) within the given (thinking) time.*
- c) *Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way (short monologues, dialogues, show and tell, pantomime drama, etc.).*
- d) *Pupils express messages in a concrete, simple and clear way for the listener in prepared and/or unprepared speaking situations together with mimics, gestures, and body language.*

ENG.2.4.S5. Pupils can reorganise and use information about the current theme on “family life with family members and family members’ physical appearances and physical features” by reconstructing it to communicate with other people.

- a) Pupils use the presented information in different contexts in a simple, natural, accurate, and necessary way by reorganising it individually and verbally.*
- b) Pupils engage in verbal communication by sharing the reconstructed meaningful information with others.*

ENG.2.4.S6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “family life with family members and family members’ physical appearances and physical features” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process in a very simple way.*
- b) Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way.*

CONTENT FRAME

FAMILY LIFE:

Sub-theme: Family members and family members' physical appearances and physical features

Target Vocabulary in Use (with revisional vocabulary):

Family members: A family, a father, a mother, a sister, a brother, a grandfather, a grandmother, a baby, a son, a daughter, a friend, mum, dad.

Physical appearances (Descriptive adjectives): Nice, beautiful, blond, tall, short, handsome.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social, and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Language Chunks:

- "To be-present (+), (-), (?)":

Language Chunks: Who is he? Who is she? He's/is my father. She's/is my mother.

Function: Asking and identifying people

-Have/has got:

Chunks: What colour eyes has your mother got? My mother's/has got blue eyes. She's/has got blue eyes (Description with eye colour is used to describe family members but the question form as "What colour eyes has she got? is NOT taught at this stage).

Function: Describing physical features

Target Social Language in Use:

I'm sorry!

I'm sorry, Mum! Dad! Grandma! Grandpa!

That's fine!

It's/That's all right! All right!

What about me?

You look great!

It's very lovely!

Look!

Over there!

It's lunchtime!

I'm hungry!

Target Phonological Sounds in Use:

Vowel: o

Consonants: k, l, m, n, p

Vowel: ɒ: (/əʊ/, /ɒ/, /əʊ/)

Consonants: k: (/k/); l: (/ɛl/, /l/); m: (/ɛm/, /m/); n: (/ɛn/, /n/); p: (/pi:/, /p/)

*No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

Knowledge of family is present in all languages in the world. Anyone who begins to learn a new language brings with them their pre-existing knowledge and transfers it into their new language learning. Therefore, a primary school pupil will know what a family is as a concept but will not know its equivalents in a foreign language. However, this existing knowledge will help her recognise, understand, and learn it.

Key Concepts:

Appearance, physical appearances, features, physical features, members, family, family members, family members' physical appearances, family members' physical features.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Pupils are asked to make self-recordings (visual, audio) at school/ about their family members and their physical features such as the colour of their eyes or hair, or saying whether their noses or ears are big or small or whether their legs are short or long etc. They can present their work to the class by using Fact Files and avatars that they have made. They can use both digital resources and papers/cardboard. Then they can give feedback to each other using emoticons.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the pupils' knowledge of family members in their own language. As Year 2 Primary school pupils, they can know what a family is and what its members are. It is also assumed that they know how to describe their physical traits such as the colour of their eyes or hair, in their own language, Turkish. They know some language chunks such as "This is ... What colour...?" as well as the basic colours (black, white, pink, red, yellow, blue, and green) in English, that they learned in the previous themes, which could help them ask and answer questions about family members and their physical traits such as "My mother's/ has got blue eyes" in this theme.

As an initial start, a fun non-theme warm-up activity is done as an icebreaker to help the pupils feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme and so on that does not require any knowledge of English and also there will not be a need to speak Turkish.

Pre-Evaluation Process

It is assumed that pupils have the knowledge of their family members such as their father, mother, sister, brother, grandmother, and grandfather in their own language. This knowledge prepares them to identify the same concept in English as their foreign language. Besides, they could use some additional language elements such as colours (blue, green...), numbers (1-2) and basic adjectives (small, big...) to describe the physical features of family members in a simple way. It is expected that pupils' physical, cognitive, affective, and social factors are appropriate and suitable for learning about family members and related physical descriptions using basic colours to talk about their eye colours or using adjectives such as small, big, long, and short in English. An example of an exercise might be to point correctly to family members in a picture by giving instructions in Turkish without speaking any English without letting the pupils speak Turkish or English. Instructions such as "Show me the father in this family! Show me the grandfather in this family!" are given in Turkish and pupils can respond physically by pointing to the relevant family members without speaking.

Establishing Links

Pupils are asked to recall the concept of "family and family members" by remembering their pre-existing background knowledge about them (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without translating anything until they start learning the target words in the current (new) concept, "family" in English.

To remind them of the pre-existing background knowledge about the concept of “family”, a very short cartoon film of a very famous and popular family known to the pupils is shown on the Smart Board before the main teaching/learning flow in the class begins.

The teacher asks pupils to watch the film and they do it. When they have finished watching the film, the teacher asks them in Turkish what the film was about and wants the answer aloud in chorus as the whole class in Turkish: “... family!”

The teacher asks them to think about this until they watch the next film, which is the main entry material of the theme, the digital story, without asking any further questions in Turkish or English.

An example practice could be done to point correctly to a picture of a family and pictures of family members in it correctly when they are given instructions by the teacher with English, Turkish and/or with mimics and gestures. Pupils give responses by pointing out relevant so-called pictures without speaking any English and/or Turkish.

In this way, connections are made between pre-existing knowledge about school (in their minds) in their own language and the present information about the concept of “family” through meaningful contextualised activities with visuals within the theme.

Learning-Teaching Practices

WARM UP TO THE WHOLE THEME FOR WELL-BEING

Before starting to work on the theme, to prepare the pupils emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the pupils feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as playing a short game, doing a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, saying a tongue twister, etc. that has no relation or connection to the current theme and does not require any knowledge of English. This is done only for fun and relaxation. **(D2.5, SELS2.1, V12.1, LS2, LS4).**

INTEGRATION OF LANGUAGE SKILLS IN THE THEME:

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around a central topic and sub-themes, allowing pupils to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where pupils engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.2.4.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: After having an activity about the current theme during the background recall session, pupils can have a vision of “family life” in their minds, so a further concept check would help them prepare for the current theme **(D3.2, SELS1.1, V3.2, LS1, CS2.11, CS2.16.2)**. For instance, the teacher could bring into the classroom and show a card model of a school and sets of pictures about the components of it. The teacher then asks the pupils to point to the pictures in or on the model. She/He asks what they think the topic of the main context of the theme, the introductory digital story, that they are going to watch is about **(V3.3, LS2, LS4, CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme. It is both an entry material and the main context to the whole theme

at the same time. (A 3-D model of family members can also be created using Web 2.0 programmes.) They can guess the sub-concepts of family life, so they can easily understand that the current theme will be “family life” (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V2.1, V2.3, V3.4, V8.3, LS1, LS2, LS4, CS2.10, CS2.17**).

ENG.2.4.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: To have access to the current theme, the teacher asks the pupils to watch the introductory digital story carefully recalling the pictures shown earlier (**CS2.11**). The introductory digital story is watched to identify the target theme “family life with family members and family members’ physical appearances and physical features” as a whole, without stopping the video at any point, so that the pupils can understand the theme/topic holistically (**D3.2, SELS1.1, V2.1, V2.3, V3.3, V8.3, LS1, LS2, LS4, LS5, CS2.14, CS2.16.2**).

ENG.2.4.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw the pupils’ attention to the content about family life and its relevant components, some pictures are brought into the classroom by the teacher. The teacher brings a necessary number of large boxes for the pictures (some symbols are stuck on the boxes for family life with family members and family members’ physical appearances and physical features and puts the boxes on the table. She/He puts the corresponding picture into the related box when the corresponding vocabulary is mentioned in the introductory digital story without stopping the video while the pupils watch the story (**V2.1, V2.3, V3.3, V8.3, LS1, LS5**). When they have watched the whole story, the teacher shows the items in the boxes on the table and asks some simple display questions about it. In this way, the teacher could carry out a monologue and also engage in a dialogue with the whole class to check that they have recognised the theme as a whole through its components, which can be used to check their learning as described in item (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, SELS2.1, V4.2, V6.1, LS2, LS4, CS2.8**). After watching the introductory digital story, the teacher takes all the pictures out of the boxes and puts them back on the table again and says the word “family life” several times aloud, and the pupils repeat after her/him. In this way, the main vocabulary of the theme “family life” is introduced to the pupils in English. To remember the sequence of the scenes with the parts, places, and people in the “family life” in the introductory digital story, the teacher shows the mixed images/pictures of the scenes on the Smart Board and asks the pupils to look at the images/ pictures of these scenes for a while (**CS2.3**). She/He then asks them to order the scenes in pairs with the mixed paper pictures she has already given to the pupils (**SELS2.2, V3.4, V4.2, LS1, LS2**). When the pairs have finished sorting the pictures for scenes of the story, the teacher asks the pupils to take turns or volunteer to order the scenes on the screen of the Smart Board (or the pictures on the blackboard (**SELS1.2, V4.1, V14.1, V20.4, LS4, CS2.6, CS2.10**). This will help the teacher organise the story as a whole so that the pupils can identify the main theme and the components of the theme through their memories (**D1.2, D1.6, D2.3, CS2.12**).

ENG.2.4.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V7.2**). Some volunteer pupils express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, V20.4, LS5, LS6**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V10.3**).

ENG.2.4.P1.

RECOGNITION OF TARGET PRONUNCIATION: To recognise the pronunciation of the new target words, language chunks, and social language expressions about the theme “family life with family members and family members’ physical appearances and physical features”, the teacher puts on the table the pictures and boxes that she/he has previously used. She/He holds up each picture and asks the pupils to repeat each word aloud a few times as a whole class after listening to the recordings she/he has prepared beforehand using some Web 2.0 programmes. She/He puts the picture in the correct box about the group corresponding to the word while repeating the words with the whole class (**V2.1, V2.3, V3.4, V8.3, LS1, LS4, LS5, CS2.16.3**). The teacher could offer variations with some techniques, such as showing the picture of the target words about family to the pupils to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both. To help the pupils pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers, using the shadow technique, in which pupils immediately repeat whatever the teacher is saying or the story, without pausing (**D1.3, SELS1.2, SELS2.1, V3.4, V7.1, LS2, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be extended with different forms of TPR activities, e.g. first the teacher says the target words for the family life and its components, the pupils listen; then the teacher says the target words and acts them out, the pupils repeat after her/him (**SELS2.1, CS2.6**). Then the teacher and the pupils say the target words and act them out together at the same time. Then the pupils say the words, and the teacher acts them out (**V3.4, V4.2, V15.1, LS4**). These “family life”-related actions can be done through the actions which can be done in the school, but they are only used for acting without teaching them as verbs in English. For instance, they can pretend to do things according to the topic. As a variation, they can also repeat the words after the teacher happily, sadly, angrily etc. using different tones of voice through TPR techniques (**SELS2.3, V11.1, V12.2, LS5, CS2.9**). Then some groups of pupils say the words, some groups of pupils act them out. While doing the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom. Some action sequences are also created through which the pupils can practise the social language expressions of the theme in a fun way by repeating, pointing, and miming in several games. Several fun pronunciation games could be played where pupils whisper a target word into the ears of their peers forming a chain and the last person says it aloud and the class checks if the word is pronounced correctly or not (**D2.5, SELS2.1, SELS2.2, V4.3, V4.4, V6.2, LS6, CS2.12**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.4.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading activities throughout the theme when and where necessary with precise techniques and the necessary amount. Reading is quite limited for this age group and it is done in two ways in the theme, by using a short extract from the written version of the introductory digital story and/or additional short reading texts in reading sections of the teaching materials to be used. The texts are very short, precise, and simple, as they are limited reading texts. Various reading styles including reading aloud, chorus reading, silent reading, and speed reading are used as main styles. Basic reading techniques such as skimming, scanning, and reading for detail are used in very simplified ways. Pre-reading, while-reading and post-reading phases are used in a simplified and age-appropriate way in the theme. The ultimate aim of reading practice is to increase comprehension, improve fluency, develop pre-critical thinking skills, support the ability to comprehend and help talk/write about the content in a meaningful and communicative way. In this way pupils’ language and communicative competence improve gradually (**V3.2, LS1, LS4, CS2.3, CS2.6, CS3.3**). For the initial stage of reading, the teacher asks the pupils to look at quickly the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory

story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme on “family life with family members and family members’ physical appearances and physical features” (**V2.1, V2.3, V3.3, V8.3, LS2, LS4, LS5, CS2.8**). At this stage, the teacher could ask the pupils to read the title/heading of the content and ask the pupils which words they already know, and which come to mind in connection with the title by showing them a list of words and corresponding pictures to choose the ones they know (**SELS1.1, V3.4, LS1, CS2.16.2**). She/He reminds them not to ask for the meanings of new words or the words they do not know. She/He reminds them that this is only a recalling activity to check the words they know and that there will be time to work on the new words of the new theme later (**D3.2, D3.6, V12.1, CS2.10, CS2.12**).

ENG.2.4.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: To see the written forms of the target words and to do some simple reading, the teacher asks the pupils to look at the Smart Board where she/he shows a 3-D house model of “family life” (that she/he has used earlier). Next to each item, the written form of the word is provided on the model. The teacher asks the pupils to read the words first silently. The teacher then points to a word at random and asks the pupils to read it out loud as a whole class. Then she/he invites volunteers to come to the board and they point to different words and the rest of the class read them aloud as a chorus (**D2.3, SELS1, V3.4, V4.2, V20.4, LS1, LS2, LS4, CS2.12**).

ENG.2.4.R3.

MAKING MEANING THROUGH READING: The teacher then shows (a short extract from) the written version of the introductory digital story (or another text about the theme) on the blackboard/Smart Board. She/ He asks the pupils to read after her/him using the shadow reading technique as a whole class. She/He could also try different versions such as pyramid reading or radio reading techniques (reading silently for a while and then aloud, then silently, and so on) which are the combinations of silent and aloud reading using rhythms as prompts (**V3.4, V7.2**). After reading the words/word groups/clauses in the content, pupils proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1, V3.3, LS1, LS4, CS2.14**). From display to communicative open-ended, various types of questions are used to understand the meaning of the short and simple texts about “family life with family members and family members’ physical appearances and physical features” (**SELS3.1, SELS3.2**). During this process pupils work collaboratively to exchange information, thoughts, and feelings (**SELS2.2, V2.1, V2.3, V4.2, V8.3, LS5, CS2.6**). This is evaluated as described in items (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.4.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer pupils express what they think and feel about them (**V20.4, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V12.2, LS1**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.4, V10.3**).

ENG.2.4.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, pupils remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions (**SELS1.1, V3.2, LS1, LS2, LS4**). As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme.

ENG.2.4.V2.

RECOGNITION OF THE TARGET VOCABULARY: To introduce the meaning of the vocabulary related to the theme “family life with family members and family members’ physical appearances and physical features”, the teacher asks the pupils to watch the introductory digital story again. A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help pupils to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some pictures for the vocabulary about the main components of the theme that take place in the story/text (**V2.1, V2.3, V3.3, V3.4, V8.3, LS5**). Pupils circle or tick the ones that they have heard, seen, and scanned (quickly read) in the story/text. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, CS2.4, CS2.6, CS2.7**). Then, from the beginning, whenever an item related to “family life” is mentioned, the teacher stops the video and asks a question in the form of two options by showing their pictures (**CS2.6**). By guessing what they are based on the pictures, the scene, and the sound, pupils hear the English equivalents of the words for the family life with family members and family members’ physical appearances and physical features, and they answer as a whole class. In this way, they are introduced to the meaning of the target words (**D1.1, V2.1, V2.3, V8.3, LS5, CS2.10**). This is done in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**)(3) and (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.2, V14.1, LS1, LS2, LS4**).

ENG.2.4.V3.

SELECTION AND USE OF TARGET VOCABULARY: To check whether the pupils are aware of the components of the main theme “family life”, the teacher prepares an activity using the Web 2.0 program with images/pictures of components of “family life”. She/He prepares three boxes on one side of the screen and mixed images/pictures for target vocabulary related to the “family life” on the other side. She/He asks the pupils to look at the mixed pile of images/pictures on the Smart Board screen and scan them for a while to remember them (**CS2.4**). She/He asks the pupils to drag the objects about the components of the theme into the correct box on the screen. The boxes have the words for each component represented on them with symbolic pictures. The pupils are given the cut-out pictures and a large sheet of paper with the pictures of empty boxes. The teacher asks them to work in pairs and put the cut-out pictures in the right box and ask each other several display questions (**CS2.5**). When the pupils have finished working with the cut-outs and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures as the components of the theme “family life” to the correct empty boxes on the screen (**SELS1.2, CS2.5**). In this way, images/pictures that are relevant to the concept of the theme “family life” are consolidated through categorisation. The same activity can be done with real pictures on the white/blackboard if there is a problem with technology. To practise the meanings of the target words about the school, the teacher places several pictures for them in the different parts of the classroom. She/He then puts some flashcards with the target vocabulary for “family life” on the blackboard/whiteboard. She/He takes a flashcard at random and shows it to the pupils. Pupils, working in pairs, look at the flashcard, decide which picture on the classroom walls is relevant, they go to the picture together, pin the flashcard to the noticeboard and say the word together first in pairs, and then as a whole class (**SELS2.1, SELS2.2, V3.4, V7.1, LS1, LS2, LS4, CS2.5**). To consolidate the meanings of the new vocabulary items for the concept of “family”, the teacher could organise several activities in pairs and groups with pictures and flashcards such as Bingo, Pelmanism, King’s game, Odd One out, etc. (**SELS2.2**).

These activities are closed and controlled so that pupils can practise the current (new) vocabulary about the current context in the beginning but later they work with simple and easy open-ended and communicative activities (**D2.5, SELS3.1, V4.2, V7.2, LS5**). This is evaluated as described in items (1), (2), (3), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the pupils to copy the words in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other's spelling using the words written on the model school on the blackboard/ Smart Board (**SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS1, LS4**). This is evaluated as described in items (3) and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.4.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the pupils' attention to the target language chunks of the theme, the introductory digital story is played so that the pupils can notice the target language chunks about the theme "family life with family members and family members' physical appearances and physical features" (**D3.2, V2.1, V2.3, V8.3, LS5, CS2.2**). While the pupils watch the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the pupils to do the same (**CS2.14**). She/He could hold up large pictures and ask the pupils questions about the pictures with the target chunks expecting the pupils to ask and answer by using the target chunks. To check the pupils' identification of the target language chunks, the teacher shows some picture strips that she/he has prepared for this activity, using some Web 2.0 programmes, after the pupils have watched the introductory digital story and imitated the actions and said the target language chunks. She/He asks the pupils to listen to her/him saying a target language chunk and then to look at the screen and say "Stop!" when they see a scene in the picture strips with the target chunk that the teacher has just said (**SELS3.1, CS2.7**). The teacher stops if the pupils are correct, but not if they are not (**V3.3, V4.1, V7.1, LS1, LS2, LS4**).

ENG.2.4.G2.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate pupils' practice with the target language chunks, the teacher prepares necessary number of headings on the screen with symbols for the components of the theme "family life with family members and family members' physical appearances and physical features", and writes the appropriate language chunks to be used with each of the groups. She/He also provides the vocabulary items on the Smart Board screen. The teacher wants the pupils to think for a while and talk with their peers about which target words can be used in which language chunk group (**SELS2.2, V2.1, V2.3, V3.1, V8.3, V10.3, LS1, LS4, LS5, CS2.4**). Then the pupils go to the board and move the words under the correct heading and say the complete sentence with the target words and the chunks. They are then asked to say a sentence with the target chunk aloud as a class. Each sentence is repeated after each pair. Their learning can be checked as described in items (5), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. The same game can be played with pictures on the blackboard if there are technological/technical problems (**D2.5**). To organise the pupils' further practice to consolidate the target language chunks, the teacher could create some action sequences in context by repeating, saying, and acting out with different activity bundles where their learning can be checked as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum (**CS2.13**). There is no analysis or teaching of grammatical structures at this stage. Pupils can automatically, spontaneously, and naturally select and use the target language chunks in the current context (**SELS3.1, V3.4, V4.2, V7.1, LS5, CS2.3, CS2.4, CS2.16.2**). For consolidation of the target language chunks, the teacher can facilitate more fun activities and games so that the pupils can practise and consolidate them (**V4.4, V7.2**).

ENG.2.4.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Writing activities help pupils produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about “family life with family members and family members’ physical appearances and physical features” as in other themes. Writing activities are arranged according to age and level so they are quite limited and are gradually expanded (**V2.1, V2.3, V3.2, V3.4, V8.3, LS1, LS4, LS5**).

ENG.2.4.W2.

COPYING FROM THE MODEL: Initially, pupils produce very limited and short pieces of writing, such as words and word groups to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening/watching and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat, answering simple questions with a limited number of words, or simply explaining in context what they hear and see and what they are asked to do. They are provided a written model/example to copy. By copying a simple written model, they get used to seeing and using the target words, language chunks, punctuation, spelling and so on in written language (**D3.1, SELS3.1, V3.4, LS1, CS2.4, CS2.16.3**). To further practise guided and copied writing, the teacher gives all the pupils some paper/cardboard to make a model in groups (**SELS2.1, SELS2.2**) (of two, three, four etc.) and to write the names of the vocabulary items “family life with family members and family members’ physical appearances and physical features” next to their drawings on the model related to family life. The teacher asks them to look at the Smart Board screen with the model related to family life that she/he has made earlier so that the pupils can easily copy the target words for the items as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum (**V2.1, V2.3, V4.4, V7.3, V8.3, LS4, LS5**).

ENG.2.4.W3.

CREATING CONTENT BASED ON THE MODEL: For practising more with the written forms of the target words, language chunks, and the social language for the theme, new contexts are created in the form of a new animated short story or a dialogue for the pupils to practise further by seeing/hearing/reading/writing (copying) the target words and language chunks about the concept of “family life” in fun, enjoyable, varied, and versatile activities. This new content is contextual, simple, practical, and appropriate to the pupils’ age and language level (**D1.2, D1.6, SELS3.2, V3.4, V4.2, V4.4, LS1, LS4, CS2.20**).

ENG.2.4.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Pupils are encouraged to produce a variety of written products such as clauses, sentences, acronyms, messages, posters, e-mails, poems, songs and so on to express their ideas, thoughts, and feelings (**D2.5, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the pupils’ age, interests, and language level (**V3.4, V7.2, LS1, LS4**).

ENG.2.4.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Pupils interact and communicate with peers and/or other people inside or outside school by using the written language including the target words, language chunks, and the social language for the theme “family life with family members and family members’ physical appearances and physical features” from simple to more expanded versions in their writing (**SELS2.2, SELS2.3, V2.1, V2.3, V4.2, V8.3, V15.1, LS1, LS4, LS5, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce simple digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3, V3.4, V7.2,**

V11.1, LS2, CS2.20). These activities can be evaluated as described in items (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.4.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing expression process and asks them to express their thoughts, ideas, and feelings about the process in simple ways, for instance by using emoticons, symbols, drawings, charts etc. **(D1.5, SELS1.3, V4.2, LS1, CS2.15).** Pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs **(D2.4, D3.5, V12.1, V15.1, SELS2.2).** The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3, LS4).**

ENG.2.4.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance pupils' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures, and the social language expressions of the theme about "family life with family members and family members' physical appearances and physical features" **(V2.1, V2.3, V3.2, V4.2, V8.3, LS1, LS4, LS5).**

ENG.2.4.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, pupils recognise the language with the target language items through the models **(CS2.6).** They practise the language in a controlled way, by telling, repeating, and imitating what they hear and see in the context **(D1.3, D3.2, SELS3, V3.4, LS1, LS4, CS2.4).** The spoken content of the model becomes a path for them to follow.

ENG.2.4.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new and simple photo/picture strip/pantomime/video stories, dialogues, etc. as new opportunities for the pupils to talk about them for practising further through questions, explanations, inferences etc. **(D1.3, SELS3.2, V3.4, V7.1, LS1, LS4, CS2.13).**

ENG.2.4.S4.

CONSTRUCTING SPOKEN MATERIALS: Pupils are encouraged to produce several spoken products related to the extended contexts such as simple dialogues, short texts etc. To interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "family life with family members and family members' physical appearances and physical features" **(SELS2.2, SELS3.2, V2.1, V2.3, V4.2, V8.3, V11.1, LS1, LS4, LS5, CS2.20).** AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings for developing their oral skills **(D1.2, D1.6, D3.3, SELS3.2, SELS3.3, V3.4, V7.2, LS2, CS2.20).**

ENG.2.4.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Pupils communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20).** Picture strip stories can be used at the end of each theme to provide a consolidation and revision. These new contents created

are contextual, practical, authentic, real, and appropriate to the pupils' age, interests, and language level. Storification, drama, and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme (**V3.4, V15.1, LS1**). Pupils are encouraged to produce several spoken products related to the extended contexts such as dialogues, show and tell activities, acting out activities to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "family life" and its components such as "family members and family members' physical appearances and physical features" (**SELS2.2, SELS3.2, V2.1, V2.3, V4.2, V7.2, V8.3, LS4, LS5, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.2, SELS3.3, V11.1, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG.2.4.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V4.2**). Some volunteer pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**SELS1.2, SELS2.2, V12.1, V20.4, LS1, LS4, CS2.15**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V10.3**).

TEACHER REFLECTION: She/He can keep a class journal in which she/he makes notes about what worked or didn't work in teaching the theme and pupils' learning and the potential reasons for this to find solutions. She/He can ask a colleague to observe her/his lessons and give feedback on the lessons (peer observation). She/He can also discuss the whole teaching process with her colleagues to specify the challenges faced throughout the whole current theme.

DIFFERENTIATION

Expansion

Objective: To consolidate and improve their knowledge and skills about their family members in English.

Activity 1: Family Tree

The teacher explains to the pupils that they are going to make a "Family Tree". Flashcards with pictures and words (e.g., "mother" with a picture of a mother) are provided for vocabulary practice and/or each pupil will draw or bring pictures of their family members. A template of a family tree with labels for each family member is provided with the pupils. The names of family members such as father, mother etc... are provided as a list on the blackboard / whiteboard / Smart Board screen. Pupils look at the family tree and paste the cut-out pictures on the right branches of the tree and also copy the names of family members by copying from the board. They write complete chunks next to the pictures. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Supporting

Objective: To help and support pupils practise and improve their knowledge and skills about using the related to their family members and their physical traits in English.

Activity 1: Family Album

The teacher explains to the pupils that they are going to make a "Family Album". Each pupil will draw or bring pictures of their family members and put them in an album. The teacher provides the pupils with a blank album template. Each page is dedicated to one family member. Pupils colour and paste in the pictures of family members (mother, father, sister, brother) provided or bring photos of their own family members to paste in the album template. With the help of the teacher, the pupils copy the names of their family members

under each picture (e.g., “This is my mother”) from the models. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 5: HOMES & HOUSES & NEIGHBOURHOODS

Sub-theme: Parts, rooms and furniture in the house; pets in the house

This theme is centred on the concept of “homes, houses, and neighbourhoods” and covers the sub-themes of “parts, rooms and furniture in the house; pets in the house”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 11

FIELD SKILLS AND SUPPORTIVE SKILLS	FLFS1. Listening/Watching-Comprehension
	FLFS2. Reading-Comprehension
	FLFS3. Speaking-Expression
	FLFS4. Writing-Expression
	FLSS1. Gramming: Selection and Use
	FLSS2. Vocabulary: Selection and Use
	FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS	D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values

V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V14. Respect, V15. Love and Affection, V20. Benevolence

Literacy Skills

LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy

INTERDISCIPLINARY**RELATIONS**

Turkish, Maths, Life Study/ Science of Life, Visual Arts, Music, Physical Education and Games

INTERSKILLS

CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 2 is structured based on holistic approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.2.5.L1. Pupils can get ready for the listening/watching-comprehension process for the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house”.

- a) *Pupils activate their pre-existing knowledge and experiences related to the current theme and content, by recalling it in her/his own language in their minds.*
- b) *Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content, by responding to simple questions with physical actions without speaking Turkish or without having a translation.*
- c) *Pupils make simple predictions about the current content, by using pre-existing knowledge and experience based on the realia, pictures and context.*

ENG.2.5.L2. Pupils can bring information about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” together with key details and main components while listening/watching it.

- a) *Pupils make simple predictions about the current content based on the surrounding audio/visual elements scattered around the classroom in relation to the current theme.*
- b) *Pupils comprehend the topic of the current content by listening (to)/watching it as a whole without having intervals.*
- c) *Pupils recognise concrete/simple/basic details and components within the whole introductory content by watching and listening to it by noticing the basic components.*

ENG.2.5.L3. Pupils can make meaning of/derive meaning from the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” through details by listening/watching it carefully.

- a) *Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept.*
- b) *Pupils locate the components of the current content within the whole by listening and watching it.*
- c) *Pupils make simple and basic classifications of the current content when necessary by grouping components, words, and other aspects with the help of visuals.*
- d) *Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components, words, and other aspects with the help of visuals.*
- e) *Pupils recognise very concrete/simple/basic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components.*
- f) *Pupils internalise the current content personally in an age and level-appropriate manner, recognising that it is about her/his present life at school.*

ENG.2.5.L4. Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” in a very simple way.

- a) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content in a very simple way.*
- b) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content by sharing them with others in a very simple way.*

ENG.2.5.P1. Pupils can select and use the target phonological elements of the current content about “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others.

- a) *Pupils listen to/watch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Pupils recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Pupils use the target theme-specific phonological elements of the current content appropriately, spontaneously, and effectively when communicating with others.*

ENG.2.5.R1. Pupils can get ready for the reading-comprehension process about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house”.

- a) *Pupils activate their pre-existing knowledge and past experiences related to the current theme and content.*
- b) *Pupils recognise simple and basic relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Pupils make simple preliminary predictions about the current content based on recognised relationships.*

ENG.2.5.R2. Pupils can bring information about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it.*
- b) *Pupils grasp the topic of the current content generally by looking at the surrounding audio/visual materials quickly through skimming.*
- c) *Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning.*

ENG.2.5.R3. Pupils can make meaning of/derive meaning from the current content about “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” by reading it carefully.

- a) *Pupils check the current content in detail for the accuracy of initial predictions that are made earlier.*
- b) *Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- c) *Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- d) *Pupils recognise basic horizontal/vertical relationships within the current content that contribute to the perception of it in a simple and meaningful way.*
- e) *Pupils make simple, basic, and meaningful inferences from the information in the current content by examining it.*
- f) *Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level.*

ENG.2.5.R4. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply.*

ENG.2.5.V1. Pupils can select and use the target vocabulary of the current content about “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils hear/view target vocabulary in the current content as a whole in context.*
- b) *Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearing/watching the target material and source, together with pointing to the pictures displayed in class.*
- c) *Pupils recognise the use of the target words in the target material and source, by listening/watching it several times and seeing how and where the target words are used to describe the current concept.*
- d) *Pupils associate the contextual meanings of target words reinforced and recognised through whole class, group and individual repetition, with pre-existing conceptual meanings in mind.*
- e) *Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class, group, and individual repetition.*
- f) *Pupils make use of the semantically related target vocabulary in a spontaneous, authentic and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge (in Turkish in his/her mind).*
- g) *Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends, family and other people outside the school by being aware of their differences.*

ENG.2.5.G1. Pupils can select and use the language including target grammatical elements of the current content about “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils become familiar with the current content by listening, viewing, and reading it several times.*
- b) *Pupils reinforce familiarity with the target content by listening to/watching it several more times if necessary, through the recognition of actions involved in it.*
- c) *Pupils listen to/watch an audio/visual/written presentation of current content with target language chunks representing target language use, narrated through body language and verbal repetition.*
- d) *Pupils gain auditory/visual awareness by listening/watching/reading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition.*
- e) *Pupils repeat target language chunks many times in the current auditory/visual/written context many times, without knowing, analysing, or thinking about their rules, verbally, automatically and by pointing.*

- f) *Pupils repeat the auditory/visual/written content containing target language chunks many times automatically, naturally, and verbally within short, simple, and meaningful sentences without knowing, analysing, or thinking about their rules.*
- g) *Pupils act out physically the language chunks in the heard/viewed/seen content without knowing, analysing, or thinking about their rules.*
- h) *Pupils repeat the language chunks in the auditory/visual/written content automatically and act them out simultaneously and physically without knowing, analysing, or thinking about their rules.*
- i) *Pupils automatically select and use similar target language chunks related to the current content heard/seen/read in oral communication without knowing, analysing, or thinking about their rules.*

ENG.2.5.W1. Pupils can get ready for the writing-expression process about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” in an age- and level-appropriate way.

- a) *Pupils activate their pre-existing knowledge and experiences used in the initial processes of listening/viewing (and/or reading) and associate it with the current content in a simple way.*
- b) *Pupils understand correctly what the current writing task is as guided and assigned.*

ENG.2.5.W2. Pupils can copy the model/example on the writing task about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” based on the model/example provided to practise for further writing activities.

- a) *Pupils rewrite model/example content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills.*

ENG.2.5.W3. Pupils can organise and form a content for the assigned writing task on the current content “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” based on the model/example provided.

- a) *Pupils organise a very simple, short, and meaningful content for a prepared and/or unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type, age, and language level.*

ENG.2.5.W4. Pupils can practise writing by constructing content for the assigned writing task on the current content “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house”.

- a) *Pupils use materials, structural features, discourse forms, and punctuation appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task.*
- b) *Pupils select and use target words, language chunks, and social language expressions appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task related to the theme.*
- c) *Pupils express simple messages clearly for a prepared and/or unprepared writing task related to the current theme.*

ENG.2.5.W5. Pupils can reorganise and use information by reconstructing it in the new written tasks about the “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” to communicate with other people.

- a) *Pupils use similar information from the current content in different contexts by simply, meaningfully, and individually reorganising it.*
- b) *Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others.*

ENG.2.5.W6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply.*

ENG.2.5.S1. Pupils can get ready for speaking-expression process about the current content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” with the help of supplementary audio-visual materials.

- a) *Pupils become familiar with model/example content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listening/watching/reading and associating it with the current content.*

ENG.2.5.S2. Pupils can imitate the model/example for producing verbal content about the current theme on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house”.

- a) *Pupils become familiar with the model/sample content through repetition and imitation in context while and after listening (to)/watching it with the help of audio-visual aids.*

ENG.2.5.S3. Pupils can organise simple new verbal content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” by speaking accurately, efficiently, and authentically.

- a) *Pupils design simple new verbal content by imitating model/sample content for prepared and/or unprepared speaking situations based on the model/sample that was listened (to)/watched earlier.*
- b) *Pupils organise simple new verbal content by imitating model/sample content for prepared/unprepared speaking situations, appropriate to the model/sample, context, age, and language level.*

ENG.2.5.S4. Pupils can form a simple new verbal content on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” through reconstruction by speaking accurately, efficiently, and authentically.

- a) *Pupils select and use accurate pronunciation, discourse forms, target words and language chunks for prepared and/or unprepared speaking situations, by imitating model/example content, appropriate to age and language level.*
- b) *Pupils select simple and contextually appropriate content/information quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the model/sample, age, language level, and context (question-answer, pointing and saying, selecting and saying, etc.) within the given (thinking) time.*
- c) *Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way (short monologues, dialogues, show and tell, pantomime drama, etc.).*
- d) *Pupils express messages in a concrete, simple and clear way for the listener in prepared and/or unprepared speaking situations together with mimics, gestures, and body language.*

ENG.2.5.S5. Pupils can reorganise and use information about the current theme on “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” by reconstructing it to communicate with other people.

- a) Pupils use the presented information in different contexts in a simple, natural, accurate, and necessary way by reorganising it individually and verbally.*
- b) Pupils engage in verbal communication by sharing the reconstructed meaningful information with others.*

ENG.2.5.S6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process in a very simple way.*
- b) Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way.*

CONTENT FRAME

HOMES & HOUSES & NEIGHBOURHOODS

Sub-themes: Parts, rooms and furniture in the house; pets in the house

Target Vocabulary in Use (with revisional vocabulary):

Parts of the house: A bedroom, a bathroom, sitting-room (living room-AmE.), a kitchen, a garden, a dining room, a balcony, a doorbell, a dollhouse.

House furniture: A bed, a sofa, a coffee table.

Pets in the house: A pet, a dog, a cat, a rabbit, a bird, a (gold)fish.

Parts of the body of a pet: A tail, whiskers, a claw, a paw, a beak.

Preposition of a place: In, on.

Verbs: to dance.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social, and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Language Chunks:

"Have got/has got": (We've/have got a house. We've got two pets).

Function: Expressing possession or ownership of objects.

"To be" - present: (Where's/is the bed? The bed is in the bedroom. Where's/is the cat? The cat is in the kitchen).

Function: Describing the location of objects.

"There is/there are": (There are five cats in the sitting room).

Function: Describing the existence or presence of objects.

Target Social Language in Use:

Here's a...!

Come and see!

Let's look at...!

Come on!

Hold on.

Really?

That looks great!

Look around!

Listen to music!

Target Phonological Sounds in Use:

q, r, s, t, v, w

Consonants: q: (/kju:/); r: (/ɑ:/ (Br), /r/ (AmE.)); s: (/s/, /ɛs/, /z/); t: (/ti:/, /t/); v: (/vi:/, /v/)

*No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The concept of “house” is present in all languages because people live in different types of houses in different parts of the world. People who start to learn a new language bring with them their pre-existing knowledge and transfer it to their new language learning. Therefore, Year 2 Primary school pupils will know what a house is as a concept but will not know its equivalents in another language. However, this existing knowledge in their own language will help them recognise, understand, and learn it more easily in a foreign language, English in this case.

Principles

Houses and homes are presented as spaces with specific parts, rooms, furniture, and pets that play significant roles in shaping daily routines and comfort. Neighbourhoods add an external layer of social interaction and shared community life.

Houses serve as essential contexts for practising basic social communication in EFL, such as identifying rooms, describing furniture, and talking about pets. Pupils engage in authentic and natural interactions by describing their homes and pets, asking questions about others’ living spaces, and sharing details about their neighbourhoods.

Key Concepts:

Parts, rooms, furniture, pets, house, parts in the house, rooms in the house, furniture in the house, pets in the house.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Pupils make self-recordings (visual, audio) at school/ at home of their house, their rooms, the furniture in their houses, and their pets by presenting the models that they can make by cardboard or Web 2.0 programmes. This performance will be evaluated using rubrics.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the pupils’ knowledge of homes & houses & neighbourhoods with its components such as a house and its parts, rooms, and furniture in it in their own language. As the pupils are 7 years old, they can know what a house is and what we have in it. They are also expected to know that pets are animals that live with families in houses. Besides, they know how to describe the location of furniture, people, and pets (if there are any) in a house in their own language, Turkish. This knowledge would prepare them to identify the same concepts in their foreign language, English as well. It is assumed that as they have learnt how to ask what things/people are and how to introduce them using language chunks such as “What’s/is it/ this? This is a ...”; “What colour...? It’s/is blue” in English from the previous themes. These chunks can be used as a basis for learning the new language chunks in the current theme making the new chunks easier to learn. In the classroom, a fun warm-up activity which is not related to the theme “home & houses & neighbourhood” can be conducted as an ice-breaking session to help learners be ready for the whole learning process in the class with positive feelings for their well-being. This can be an activity such as a short game, a physical activity, listening to a song/chant/rhyme and so on which will not require any English knowledge and also there will not be a need to speak Turkish.

Pre-Evaluation Process

It is expected that pupils’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about a house and the rooms, furniture and pets that live in it as well as their numbers, locations and very simple descriptions. Recalling and practising with basic colours (white, black etc...), simple adjectives (small, big etc...) and body parts (ears, noses etc...) in English which they have learnt in the previous themes would be helpful as a basis for moving on and learning the current content about the concept of “house”. Therefore, a dialogue game can be played to revise colours, simple adjectives for physical descriptions

(small, big, short, long), body parts (ears, nose, legs, eyes), and language chunks such as “What’s/is it? This is a...” “What colour is it? It’s/is blue”, and “I’ve/have got a ... She’s/has got a ...” (since they are going to learn “We’ve/have got...” in the current theme)” by giving instructions in English as a preparation practice. In this way, their performance can be taken into consideration by seeing how much they remember and how much they are able to understand and use previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme.

Establishing Links

Pupils are asked to recall the concept of “house” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without translating anything until they start learning the target words in the current (new) concept, “house” in English. To remind them of the pre-existing background knowledge they already have about the concept of a house, a short cartoon or animated story that is well known to the, with very well-known characters from a well-known cartoon is shown on the blackboard/Smart Board before the main teaching/learning flow of the class begins. The cartoon shows a house with rooms inside. (To prepare the short cartoon or animated story, some Web 2.0 programmes can be used).

The pupils are asked to watch the cartoon, and they do. When they have finished watching it, the teacher asks them in Turkish if they have understood what it is in the cartoon. She/He wants them to nod yes or to indicate whether they understood what it was about or not. The teacher asks them to think about it until they watch the next film, which is the main entry material of the theme, the digital story, without asking any further questions in Turkish or English. An example practice could be done to point correctly to a picture of a house and pictures of parts of the house in it correctly when they are given instructions by the teacher with English, Turkish and/or with mimics and gestures. Pupils give responses by pointing out relevant so-called pictures without speaking any English and/or Turkish.

In this way, connections are made between pre-existing knowledge about school (in their minds) in their own language and the present information about the concept of “house” through meaningful contextualised activities with visuals within the theme.

Learning-Teaching Practices

WARM UP TO THE WHOLE THEME FOR WELL-BEING

Before starting to work on the theme, to prepare the pupils emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the pupils feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as playing a short game, doing a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, saying a tongue twister, etc. that has no relation or connection to the current theme and does not require any knowledge of English. This is done only for fun and relaxation. **(D2.5, SELS2.1, V12.1, LS2, LS4).**

INTEGRATION OF LANGUAGE SKILLS IN THE THEME:

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around a central topic and sub-themes, allowing pupils to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where pupils engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.2.5.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: After having an activity about the current theme during the background recall session, pupils can have a vision of “homes, houses and neighbourhoods” in their minds, so a further concept check would help them prepare for the current theme (**D3.2, SELS1.1, V3.2, LS1, CS2.11, CS2.16.2**). For instance, the teacher could bring into the classroom and show a card model of a school and sets of pictures about the components of it. The teacher then asks the pupils to point to the pictures in or on the model. She/He asks what they think the topic of the main context of the theme, the introductory digital story, that they are going to watch is about (**V3.3, LS2, LS4, CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme. It is both an entry material and the main context to the whole theme at the same time. (A 3-D model homes, houses and neighbourhoods can also be created using Web 2.0 programmes.) They can guess the sub-concepts of homes, houses and neighbourhoods, so they can easily understand that the current theme will be “homes, houses, and neighbourhoods” (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V2.1, V2.3, V3.4, V8.3, LS1, LS2, LS4, CS2.10, CS2.17**).

ENG.2.5.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: To have access to the current theme, the teacher asks the pupils to watch the introductory digital story carefully recalling the pictures shown earlier (**CS2.11**). The introductory digital story is watched to identify the target theme “homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house” as a whole, without stopping the video at any point, so that the pupils can understand the theme/topic holistically (**D3.2, SELS1.1, V3.3, V5.2, V9.3, LS1, LS2, LS4, LS5, CS2.14, CS2.16.2**).

ENG.2.5.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw the pupils’ attention to the content about homes, houses, and neighbourhoods and its relevant components, some pictures are brought into the classroom by the teacher. The teacher brings a necessary number of large boxes for the pictures (some symbols are stuck on the boxes for homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house and puts the boxes on the table. She/He puts the corresponding picture into the related box when the corresponding vocabulary is mentioned in the introductory digital story without stopping the video while the pupils watch the story (**V3.3, V5.2, V9.3, LS1, LS5**). When they have watched the whole story, the teacher shows the items in the boxes on the table and asks some simple display questions about it. In this way, the teacher could carry out a monologue and also engage in a dialogue with the whole class to check that they have recognised the theme as a whole through its components, which can be used to check their learning as described in item (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, SELS2.1, V4.2, V6.1, LS2, LS4, CS2.8**). After watching the introductory digital story, the teacher takes all the pictures out of the boxes and puts them back on the table again and says the word “homes, houses, and neighbourhoods” several times aloud, and the pupils repeat after her/him. In this way, the main vocabulary of the theme “homes, houses, and neighbourhoods” is introduced to the pupils in English. To remember the sequence of the scenes with the parts, places, and people in the “homes, houses, and neighbourhoods” in the introductory digital story, the teacher shows the mixed images/pictures of the scenes on the Smart Board and asks the pupils to look at the images/ pictures of these scenes for a while (**CS2.3**). She/He then asks them to order the scenes in pairs with the mixed paper pictures she has already given to the pupils (**SELS2.2, V3.4, V4.2, LS1, LS2**). When the pairs have finished sorting the pictures for scenes of the story, the teacher asks the pupils to take turns or volunteer to order the scenes on the screen of the Smart Board (or the pictures on the blackboard (**SELS1.2, V4.1, V14.1, V20.4, LS4, CS2.6, CS2.10**). This will help the teacher organise the story as a whole so that the pupils can identify the main theme and the components of the theme through their memories (**D1.2, D1.6, D2.3, CS2.12**).

ENG.2.5.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V7.2**). Some volunteer pupils express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, V20.4, LS5, LS6**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V10.3**).

ENG.2.5.P1.

RECOGNITION OF TARGET PRONUNCIATION: To recognise the pronunciation of the new target words, language chunks, and social language expressions about the theme “homes, houses, and neighbourhoods with parts, rooms, and furniture in the house; pets in the house”, the teacher puts on the table the pictures and boxes that she/he has previously used. She/He holds up each picture and asks the pupils to repeat each word aloud a few times as a whole class after listening to the recordings she/he has prepared beforehand using some Web 2.0 programmes. She/He puts the picture in the correct box about the group corresponding to the word while repeating the words with the whole class (**V3.4, V5.2, V9.3, LS1, LS4, LS5, CS2.16.3**). The teacher could offer variations with some techniques, such as showing the picture of the target words about homes, houses and neighbourhoods to the pupils to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both. To help the pupils pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers, using the shadow technique, in which pupils immediately repeat whatever the teacher is saying or the story, without pausing (**D1.3, SELS1.2, SELS2.1, V3.4, V7.1, LS2, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be extended with different forms of TPR activities, e.g. first the teacher says the target words for the homes, houses, and neighbourhoods and its components, the pupils listen; then the teacher says the target words and acts them out, the pupils repeat after her/him (**SELS2.1, CS2.6**). Then the teacher and the pupils say the target words and act them out together at the same time. Then the pupils say the words, and the teacher acts them out (**V3.4, V4.2, V15.1, LS4**). These “homes, houses, and neighbourhoods” related actions can be done through the actions which can be done in the school, but they are only used for acting without teaching them as verbs in English. For instance, they can pretend to do things according to the topic. As a variation, they can also repeat the words after the teacher happily, sadly, angrily etc. using different tones of voice through TPR techniques (**SELS2.3, V11.1, V12.2, LS5, CS2.9**). Then some groups of pupils say the words, some groups of pupils act them out. While doing the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom. Some action sequences are also created through which the pupils can practise the social language expressions of the theme in a fun way by repeating, pointing, and miming in several games. Several fun pronunciation games could be played where pupils whisper a target word into the ears of their peers forming a chain and the last person says it aloud and the class checks if the word is pronounced correctly or not (**D2.5, SELS2.1, SELS2.2, V4.3, V4.4, V6.2, LS6, CS2.12**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.5.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading activities throughout the theme when and where necessary with precise techniques and the necessary amount. Reading is quite limited for this age group and it is done in two ways in the theme, by using a short extract from the written version of the introductory digital story and/or additional short reading texts in reading sections of the teaching materials to be used. The texts are very short, precise, and simple, as they are limited reading texts. Various reading styles including reading aloud, chorus reading, silent reading, and speed reading are used as main styles. Basic reading techniques such as skimming, scanning, and reading for detail are used in very simplified ways. Pre-reading, while-reading, and post-reading phases are used in a simplified and age-appropriate way in the theme. The ultimate aim of reading practice is to increase comprehension, improve fluency, develop pre-critical thinking skills, support the ability to comprehend and help talk/write about the content in a meaningful and communicative way. In this way pupils' language and communicative competence improve gradually (**V3.2, LS1, LS4, CS2.3, CS2.6, CS3.3**). For the initial stage of reading, the teacher asks the pupils to look at quickly the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme on "homes, houses, and neighbourhoods with parts, rooms and furniture in the house; pets in the house" (**V3.3, V5.2, V9.3, LS2, LS4, LS5, CS2.8**). At this stage, the teacher could ask the pupils to read the title/heading of the content and ask the pupils which words they already know, and which come to mind in connection with the title by showing them a list of words and corresponding pictures to choose the ones they know (**SELS1.1, V3.4, LS1, CS2.16.2**). She/He reminds them not to ask for the meanings of new words or the words they do not know. She/He reminds them that this is only a recalling activity to check the words they know and that there will be time to work on the new words of the new theme later (**D3.2, D3.6, V12.1, CS2.10, CS2.12**).

ENG.2.5.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: To see the written forms of the target words and to do some simple reading, the teacher asks the pupils to look at the Smart Board where she/he shows a 3-D house model of "homes, houses, and neighbourhoods" (that she/he has used earlier). Next to each item, the written form of the word is provided on the model. The teacher asks the pupils to read the words first silently. The teacher then points to a word at random and asks the pupils to read it out loud as a whole class. Then she/he invites volunteers to come to the board and they point to different words and the rest of the class read them aloud as a chorus (**D2.3, SELS1, V3.4, V4.2, V20.4, LS1, LS2, LS4, CS2.12**).

ENG.2.5.R3.

MAKING MEANING THROUGH READING: The teacher then shows (a short extract from) the written version of the introductory digital story (or another text about the theme) on the blackboard/Smart Board. She/ He asks the pupils to read after her/him using the shadow reading technique as a whole class. She/He could also try different versions such as pyramid reading or radio reading techniques (reading silently for a while and then aloud, then silently, and so on) which are the combinations of silent and aloud reading using rhythms as prompts (**V3.4, V7.2**). After reading the words/word groups/clauses in the content, pupils proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1, V3.3, LS1, LS4, CS2.14**). From display to communicative open-ended, various types of questions are used to understand the meaning of the short and simple texts about "homes, houses, and neighbourhoods with parts, rooms and furniture in the house; pets in the house" (**SELS3.1, SELS3.2, V5.2, V9.3, LS5**). During this process pupils work collaboratively to exchange information, thoughts, and feelings (**SELS2.2, V4.2, CS2.6**). This is evaluated as described in items (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.5.R4.**REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY:**

The teacher asks pupils to think about the reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer pupils express what they think and feel about them (**V20.4, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V12.2, LS1**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.4, V10.3**).

ENG.2.5.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, pupils remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions (**SELS1.1, V3.2, LS1, LS2, LS4**). As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme.

ENG.2.5.V2.

RECOGNITION OF THE TARGET VOCABULARY: To introduce the meaning of the vocabulary related to the theme “homes, houses, and neighbourhoods with parts, rooms and furniture in the house; pets in the house”, the teacher asks the pupils to watch the introductory digital story again. A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help pupils to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some pictures for the vocabulary about the main components of the theme that take place in the story/text (**V3.3, V3.4, V5.2, V9.3, LS5**). Pupils circle or tick the ones that they have heard, seen and scanned (quickly read) in the story/text. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, CS2.4, CS2.6, CS2.7**). Then, from the beginning, whenever an item related to “homes, houses and neighbourhoods” is mentioned, the teacher stops the video and asks a question in the form of two options by showing their pictures (**CS2.6**). By guessing what they are based on the pictures, the scene, and the sound, pupils hear the English equivalents of the words for the homes, houses, and neighbourhoods with parts, rooms and furniture in the house; pets in the house, and they answer as a whole class. In this way, they are introduced to the meaning of the target words (**D1.1, CS2.10**). This is done in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (3) and (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.2, V5.2, V9.3, V14.1, LS1, LS2, LS4, LS5**).

ENG.2.5.V3.

SELECTION AND USE OF TARGET VOCABULARY: To check whether the pupils are aware of the components of the main theme “homes, houses, and neighbourhoods”, the teacher prepares an activity using the Web 2.0 program with images/pictures of components of “homes, houses, and neighbourhoods”. She/He prepares three boxes on one side of the screen and mixed images/ pictures for target vocabulary related to the “homes, houses, and neighbourhoods” on the other side. She/He asks the pupils to look at the mixed pile of images/ pictures on the Smart Board screen and scan them for a while to remember them (**CS2.4**). She/He asks the pupils to drag the objects about the components of the theme into the correct box on the screen. The boxes have the words for each component represented on them with symbolic pictures. The pupils are given the cut-out pictures and a large sheet of paper with the pictures of empty boxes. The teacher asks them to work in pairs and put the cut-out pictures in the right box and ask each other several display questions (**CS2.5**). When the pupils have finished working with the cut-outs and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding

images/pictures as the components of the theme “homes, houses, and neighbourhoods” to the correct empty boxes on the screen **(SELS1.2, CS2.5)**. In this way, images/pictures that are relevant to the concept of the theme “homes, houses, and neighbourhoods” are consolidated through categorisation. The same activity can be done with real pictures on the white/blackboard if there is a problem with technology. To practise the meanings of the target words about the school, the teacher places several pictures for them in the different parts of the classroom. She/He then puts some flashcards with the target vocabulary for “homes, houses, and neighbourhoods” on the blackboard/whiteboard. She/He takes a flashcard at random and shows it to the pupils. Pupils, working in pairs, look at the flashcard, decide which picture on the classroom walls is relevant, they go to the picture together, pin the flashcard to the noticeboard and say the word together first in pairs, and then as a whole class **(SELS2.1, SELS2.2, V3.4, V7.1, LS1, LS2, LS4, CS2.5)**. To consolidate the meanings of the new vocabulary items for the concept of “homes, houses, and neighbourhoods”, the teacher could organise several activities in pairs and groups with pictures and flashcards such as Bingo, Pelmanism, King’s game, Odd One out, etc. **(SELS2.2)**. These activities are closed and controlled so that pupils can practise the current (new) vocabulary about the current context in the beginning but later they work with simple and easy open-ended and communicative activities **(D2.5, SELS3.1, V4.2, V7.2, LS5)**. This is evaluated as described in items (1), (2), (3), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the pupils to copy the words in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling using the words written on the model school on the blackboard/Smart Board **(SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS1, LS4)**. This is evaluated as described in items (3) and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.5.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the pupils’ attention to the target language chunks of the theme, the introductory digital story is played so that the pupils can notice the target language chunks about the theme “homes, houses, and neighbourhoods with parts, rooms and furniture in the house; pets in the house” **(D3.2, V5.2, V9.3, LS5, CS2.2)**. While the pupils watch the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the pupils to do the same **(CS2.14)**. She/He could hold up large pictures and ask the pupils questions about the pictures with the target chunks expecting the pupils to ask and answer by using the target chunks. To check the pupils’ identification of the target language chunks, the teacher shows some picture strips that she/he has prepared for this activity, using some Web 2.0 programmes, after the pupils have watched the introductory digital story and imitated the actions and said the target language chunks. She/He asks the pupils to listen to her/him saying a target language chunk and then to look at the screen and say “Stop!” when they see a scene in the picture strips with the target chunk that the teacher has just said **(SELS3.1, CS2.7)**. The teacher stops if the pupils are correct, but not if they are not **(V3.3, V4.1, V7.1, LS1, LS2, LS4)**.

ENG.2.5.G2.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate pupils’ practice with the target language chunks, the teacher prepares necessary number of headings on the screen with symbols for the components of the theme “homes, houses, and neighbourhoods with parts, rooms and furniture in the house; pets in the house”, and writes the appropriate language chunks to be used with each of the groups. She/He also provides the vocabulary items on the Smart Board screen. The teacher wants the pupils to think for a while and talk with their peers about which target words can be used in which language chunk group **(SELS2.2, V3.1, V5.2, V9.3, V10.3, LS1, LS4, LS5, CS2.4)**. Then the pupils go to the board and move the words under the correct heading and say the complete sentence with the target words and the chunks. They are then asked to say a sentence with the target chunk aloud as a class. Each sentence is repeated after each pair. Their learning can be checked as described in items (5), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. The same game can be played with pictures on the blackboard if

there are technological/technical problems **(D2.5)**. To organise the pupils' further practice to consolidate the target language chunks, the teacher could create some action sequences in context by repeating, saying, and acting out with different activity bundles where their learning can be checked as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(CS2.13)**. There is no analysis or teaching of grammatical structures at this stage. Pupils can automatically, spontaneously, and naturally select and use the target language chunks in the current context **(SELS3.1, V3.4, V4.2, V7.1, LS5, CS2.3, CS2.4, CS2.16.2)**. For consolidation of the target language chunks, the teacher can facilitate more fun activities and games so that the pupils can practise and consolidate them **(V4.4, V7.2)**.

ENG.2.5.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Writing activities help pupils produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "homes, houses, and neighbourhoods with parts, rooms and furniture in the house; pets in the house" as in other themes. Writing activities are arranged according to age and level so they are quite limited and are gradually expanded **(V3.2, V3.4, V5.2, V9.3, LS1, LS4, LS5)**.

ENG.2.5.W2.

COPYING FROM THE MODEL: Initially, pupils produce very limited and short pieces of writing, such as words and word groups to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening/watching and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat, answering simple questions with a limited number of words, or simply explaining in context what they hear and see and what they are asked to do. They are provided a written model/example to copy. By copying a simple written model, they get used to seeing and using the target words, language chunks, punctuation, spelling and so on in written language **(D3.1, SELS3.1, V3.4, LS1, CS2.4, CS2.16.3)**. To further practise guided and copied writing, the teacher gives all the pupils some paper/cardboard to make a model in groups **(SELS2.1, SELS2.2)** (of two, three, four etc.) and to write the names of the vocabulary items "homes, houses and neighbourhoods with parts, rooms and furniture in the house; pets in the house" next to their drawings on the model related to homes, houses, and neighbourhoods. The teacher asks them to look at the Smart Board screen with the model related to homes, houses, and neighbourhoods that she/he has made earlier so that the pupils can easily copy the target words for the items as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum **(V4.4, V5.2, V9.3, V7.3, LS4, LS5)**.

ENG.2.5.W3.

CREATING CONTENT BASED ON THE MODEL: For practising more with the written forms of the target words, language chunks, and the social language for the theme, new contexts are created in the form of a new animated short story or a dialogue for the pupils to practise further by seeing/hearing/reading/writing (copying) the target words and language chunks about the concept of "homes, houses, and neighbourhoods" in fun, enjoyable, varied, and versatile activities. This new content is contextual, simple, practical, and appropriate to the pupils' age and language level **(D1.2, D1.6, SELS3.2, V3.4, V4.2, V4.4, LS1, LS4, CS2.20)**.

ENG.2.5.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Pupils are encouraged to produce a variety of written products such as clauses, sentences, acronyms, messages, posters, e-mails, poems, songs and so on to express their ideas, thoughts, and feelings **(D2.5, SELS3.2, CS2.13)**. All the content is expected to be contextual, practical, authentic, real, and appropriate to the pupils' age, interests, and language level **(V3.4, V7.2, LS1, LS4)**.

ENG.2.5.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Pupils interact and communicate with peers and/or other people inside or outside school by using the written language including the target words, language chunks, and the social language for the theme “homes, houses, and neighbourhoods with parts, rooms and furniture in the house; pets in the house” from simple to more expanded versions in their writing (**SELS2.2, SELS2.3, V4.2, V5.2, V9.3, V15.1, LS1, LS4, LS5, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce simple digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3, V3.4, V7.2, V11.1, LS2, CS2.20**). These activities can be evaluated as described in items (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.5.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing expression process and asks them to express their thoughts, ideas, and feelings about the process in simple ways, for instance by using emoticons, symbols, drawings, charts etc. (**D1.5, SELS1.3, V4.2, LS1, CS2.15**). Pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs (**D2.4, D3.5, V12.1, V15.1, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V10.3, LS4**).

ENG.2.5.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance pupils’ learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures, and the social language expressions of the theme about “homes, houses, and neighbourhoods with parts, rooms and furniture in the house; pets in the house” (**V3.2, V4.2, V5.2, V9.3, LS1, LS4, LS5**).

ENG.2.5.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, pupils recognise the language with the target language items through the models (**CS2.6**). They practise the language in a controlled way, by telling, repeating, and imitating what they hear and see in the context (**D1.3, D3.2, SELS3, V3.4, LS1, LS4, CS2.4**). The spoken content of the model becomes a path for them to follow.

ENG.2.5.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new and simple photo/picture strip/pantomime/video stories, dialogues, etc. as new opportunities for the pupils to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V7.1, LS1, LS4, CS2.13**).

ENG.2.5.S4.

CONSTRUCTING SPOKEN MATERIALS: Pupils are encouraged to produce several spoken products related to the extended contexts such as simple dialogues, short texts etc. To interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “homes, houses, and neighbourhoods with parts, rooms and furniture in the house; pets in the house” (**SELS2.2, SELS3.2, V4.2, V5.2, V9.3, V11.1, LS1, LS4, LS5, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic

materials. They can also produce digital materials and projects at school and at home through recordings for developing their oral skills **(D1.2, D1.6, D3.3, SELS3.2, SELS3.3, V3.4, V7.2, LS2, CS2.20)**.

ENG.2.5.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Pupils communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20)**. Picture strip stories can be used at the end of each theme to provide a consolidation and revision. These new contents created are contextual, practical, authentic, real, and appropriate to the pupils' age, interests, and language level. Storification, drama, and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme **(V3.4, V15.1, LS1)**. Pupils are encouraged to produce several spoken products related to the extended contexts such as dialogues, show and tell activities, acting out activities to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "homes, houses, and neighbourhoods" and its components such as "parts, rooms and furniture in the house; pets in the house" **(SELS2.2, SELS3.2, V4.2, V5.2, V7.2, V9.3, LS4, CS3.1, CS2.20)**. AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.2, SELS3.3, V11.1, LS2, CS2.20)**. These are evaluated as described in items (7), (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG.2.5.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V4.2)**. Some volunteer pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(SELS1.2, SELS2.2, V12.1, V20.4, LS1, LS4, CS2.15)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V4.3, V10.3)**.

TEACHER REFLECTION: She/He can keep a class journal in which she/he makes notes about what worked or didn't work in teaching the theme and pupils' learning and the potential reasons for this to find solutions. She/He can ask a colleague to observe her/his lessons and give feedback on the lessons (peer observation). She/He can also discuss the whole teaching process with her colleagues to specify the challenges faced throughout the whole current theme.

DIFFERENTIATION

Expansion

Objective: To consolidate and improve their knowledge and skills about the language for the vocabulary of a house, its parts and pets living in it in English.

Activity 1: Acting out and guessing

A guessing-acting out game could be played. Pupils are paired up and take turns to act out the target words of the theme while their peers guess and describe the actions in detail. They repeat the words and chunks when they have finished guessing. A time limit for acting out and describing can be added to increase difficulty. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 2: Pelmanism

The Pelmanism game could be made more challenging by using a larger set of flashcards with the vocabulary of the target theme and adding a time limit. Pupils can also create their own flashcards to include in the game. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 3: King's game

They could play the King's Game with more flashcards with additional details, and pupils can be asked to describe the missing cards. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 4: Categorising

A list of categories or themes (e.g., different rooms in a house or pets) could be given by the teacher, but no specific words are provided. The vocabulary related to these themes/categories are selected by the pupils and written in their picture dictionaries. As well as drawing or finding pictures, the pupils should write relevant language chunks using the target words. For instance, for a target word such as "garden", a target language chunk such as "The rabbit is in the garden" could be written. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 5: Interactive Map

A digital tool could be used by pupils to create an interactive map of a house. Pupils write target language chunks about what they have learned from this theme are written by the pupils after they have completed their maps. They can then present their maps to the class. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 6: Digital game

To make the learning processes of pupils more enjoyable for the pupils, various digital games can be played on a Web 2.0 for differentiated learning activities. Teachers can create this digital content themselves following the coursebook or use pre-existing digital content that is aligned with the coursebook.

How to play the Word Soup Game on a Web 2.0 tool?

Create a word pool: First, choose words related to the theme and appropriate for the pupils' age and level. Write these words in a mixed order to create the word soup.

Prepare the game: Create a 'Word Soup' game via a Web 2.0 tool. Add the selected words to the game in a mixed order.

Set the rules: Explain to the pupils that they have to use the mixed words to form meaningful and correct language chunks that they have learnt in the theme. Give a specific number of points for each correct language chunk. The pupil or the group that forms the most correct sentences wins the game.

Play the game: Give the pupils a set amount of time. At the end of the time, check the sentences formed by each pupil or group. Give points for correct and meaningful sentences. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Supporting

Objective: To consolidate and improve their knowledge and skills about the language for the vocabulary of a house, its parts and pets living in it according to their own pace in English.

Activity 1: Pelmanism

The Pelmanism game could be adapted by using a smaller set of flashcards with target vocabulary related to the house and including pictures to help with recognition. Pupils could work in pairs, with one turning over the cards and the other calling out the names, and the teacher could provide clues or gestures to help with recall. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 2: King's game

King's Game could also be adapted with fewer flashcards to be used with extended viewing time. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 3: Picture dictionary

The teacher gives the pupils a list of target words and corresponding pictures. The pupils copy the words and paste or draw pictures next to each word in their picture dictionaries. A template with blank spaces for words and pictures is used to guide pupils on where to place each element. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 4: Digital game

Pupils use a digital tool with pre-defined house templates where the rooms are already outlined. Pupils drag and drop images associated with parts of the house into the correct places on the map. They can then

present their maps to the class. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 5: Digital game

To make the learning process of pupils more enjoyable for the pupils, digital games are used for differentiated learning activities. Teachers can create this digital content themselves, following the coursebook, or use pre-existing digital content that matches the coursebook. They can play the matching game on a Web 2.0 tool, where they have to match the item displayed on the screen with its English equivalent. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 6: LIFE IN THE CITY & THE WORLD

Sub-themes: Basic food types, items, and meals

This theme is centred on the concept of “life in the city and the world” and covers the sub-themes of “basic food types, items, and meals”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS

11

FIELD SKILLS AND SUPPORTIVE SKILLS

FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Gramaring: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

-

DISPOSITIONS

D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values

V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V15. Love and Affection, V17. Thriftiness, V20. Benevolence

Literacy Skills

LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy

INTERDISCIPLINARY RELATIONS

Turkish, Maths, Life Study/ Science of Life, Visual Arts, Music, Physical Education and Games

INTERSKILLS CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 2 is structured based on holistic approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.2.6.L1. Pupils can get ready for the listening/watching-comprehension process for the current content on “life in the city and the world with basic food types, items, and meals”.

- a) *Pupils activate their pre-existing knowledge and experiences related to the current theme and content, by recalling it in her/his own language in their minds.*
- b) *Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content, by responding to simple questions with physical actions without speaking Turkish or without having a translation.*
- c) *Pupils make simple predictions about the current content, by using pre-existing knowledge and experience based on the realia, pictures, and context.*

ENG.2.6.L2. Pupils can bring information about the current content on “life in the city and the world with basic food types, items, and meals” together with key details and main components while listening/watching it.

- a) *Pupils make simple predictions about the current content based on the surrounding audio/visual elements scattered around the classroom in relation to the current theme.*
- b) *Pupils comprehend the topic of the current content by listening (to)/watching it as a whole without having intervals.*
- c) *Pupils recognise concrete/simple/basic details and components within the whole introductory content by watching and listening to it by noticing the basic components.*

ENG.2.6.L3. Pupils can make meaning of/derive meaning from the current content on “life in the city and the world with basic food types, items, and meals” through details by listening/watching it carefully.

- a) *Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept.*
- b) *Pupils locate the components of the current content within the whole by listening and watching it.*
- c) *Pupils make simple and basic classifications of the current content when necessary by grouping components, words, and other aspects with the help of visuals.*
- d) *Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components, words, and other aspects with the help of visuals.*
- e) *Pupils recognise very concrete/simple/basic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components.*
- f) *Pupils internalise the current content personally in an age- and level-appropriate manner, recognising that it is about her/his present life at school.*

ENG.2.6.L4. Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “life in the city and the world with basic food types, items, and meals” in a very simple way.

- a) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content in a very simple way.*
- b) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content by sharing them with others in a very simple way.*

ENG.2.6.P1. Pupils can select and use the target phonological elements of the current content about “life in the city and the world with basic food types, items, and meals” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others.

- a) Pupils listen to/watch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups, and individually.*
- c) Pupils recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) Pupils use the target theme-specific phonological elements of the current content appropriately, spontaneously, and effectively when communicating with others.*

ENG.2.6.R1. Pupils can get ready for the reading-comprehension process about the current content on “life in the city and the world with basic food types, items, and meals”.

- a) Pupils activate their pre-existing knowledge and past experiences related to the current theme and content.*
- b) Pupils recognise simple and basic relationships between their pre-existing knowledge, past experiences, and clues to the current content.*
- c) Pupils make simple preliminary predictions about the current content based on recognised relationships.*

ENG.2.6.R2. Pupils can bring information about the current content on “life in the city and the world with basic food types, items, and meals” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it.*
- b) Pupils grasp the topic of the current content generally by looking at the surrounding audio/visual materials quickly through skimming.*
- c) Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning.*

ENG.2.6.R3. Pupils can make meaning of/derive meaning from the current content about “life in the city and the world with basic food types, items, and meals” by reading it carefully.

- a) Pupils check the current content in detail for the accuracy of initial predictions that are made earlier.*
- b) Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- c) Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- d) Pupils recognise basic horizontal/vertical relationships within the current content that contribute to the perception of it in a simple and meaningful way.*
- e) Pupils make simple, basic, and meaningful inferences from the information in the current content by examining it.*
- f) Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level.*

ENG.2.6.R4. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the city and the world with basic food types, items, and meals” for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply.*

ENG.2.6.V1. Pupils can select and use the target vocabulary of the current content about “life in the city and the world with basic food types, items, and meals” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils hear/view target vocabulary in the current content as a whole in context.*
- b) *Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearing/watching the target material and source, together with pointing to the pictures displayed in class.*
- c) *Pupils recognise the use of the target words in the target material and source, by listening/watching it several times and seeing how and where the target words are used to describe the current concept.*
- d) *Pupils associate the contextual meanings of target words reinforced and recognised through whole class, group and individual repetition, with pre-existing conceptual meanings in mind.*
- e) *Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class, group and individual repetition.*
- f) *Pupils make use of the semantically related target vocabulary in a spontaneous, authentic and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge (in Turkish in his/her mind).*
- g) *Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends, family and other people outside the school by being aware of their differences.*

ENG.2.6.G1. Pupils can select and use the language including target grammatical elements of the current content about “life in the city and the world with basic food types, items, and meals” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils become familiar with the current content by listening, viewing, and reading it several times.*
- b) *Pupils reinforce familiarity with the target content by listening to/watching it several more times if necessary, through the recognition of actions involved in it.*
- c) *Pupils listen to/watch an audio/visual/written presentation of current content with target language chunks representing target language use, narrated through body language and verbal repetition.*
- d) *Pupils gain auditory/visual awareness by listening/watching/reading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition.*
- e) *Pupils repeat target language chunks many times in the current auditory/visual/written context many times, without knowing, analysing, or thinking about their rules, verbally, automatically and by pointing.*
- f) *Pupils repeat the auditory/visual/written content containing target language chunks many times automatically, naturally, and verbally within short, simple, and meaningful sentences without knowing, analysing, or thinking about their rules.*

- g) *Pupils act out physically the language chunks in the heard/viewed/seen content without knowing, analysing, or thinking about their rules.*
- h) *Pupils repeat the language chunks in the auditory/visual/written content automatically and act them out simultaneously and physically without knowing, analysing, or thinking about their rules.*
- i) *Pupils automatically select and use similar target language chunks related to the current content heard/seen/read in oral communication without knowing, analysing, or thinking about their rules.*

ENG.2.6.W1. Pupils can get ready for the writing-expression process about the current content on “life in the city and the world with basic food types, items, and meals” in an age- and level-appropriate way.

- a) *Pupils activate their pre-existing knowledge and experiences used in the initial processes of listening/viewing (and/or reading) and associate it with the current content in a simple way.*
- b) *Pupils understand correctly what the current writing task is as guided and assigned.*

ENG.2.6.W2. Pupils can copy the model/example on the writing task about the current content on “life in the city and the world with basic food types, items, and meals” based on the model/example provided to practise for further writing activities.

- a) *Pupils rewrite model/example content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills.*

ENG.2.6.W3. Pupils can organise and form a content for the assigned writing task on the current content “life in the city and the world with basic food types, items, and meals” based on the model/example provided.

- a) *Pupils organise a very simple, short, and meaningful content for a prepared and/or unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type, age, and language level.*

ENG.2.6.W4. Pupils can practise writing by constructing content for the assigned writing task on the current content “life in the city and the world with basic food types, items, and meals”.

- a) *Pupils use materials, structural features, discourse forms, and punctuation appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task.*
- b) *Pupils select and use target words, language chunks, and social language expressions appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task related to the theme.*
- c) *Pupils express simple messages clearly for a prepared and/or unprepared writing task related to the current theme.*

ENG.2.6.W5. Pupils can reorganise and use information by reconstructing it in the new written tasks about the “life in the city and the world with basic food types, items, and meals” to communicate with other people.

- a) *Pupils use similar information from the current content in different contexts by simply, meaningfully, and individually reorganising it.*
- b) *Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others.*

ENG.2.6.W6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the city and the world with basic food types, items, and meals” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process very simply.*

- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply.*

ENG.2.6.S1. Pupils can get ready for the speaking-expression process about the current content on “life in the city and the world with basic food types, items, and meals” with the help of supplementary audio-visual materials.

- a) *Pupils become familiar with model/example content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listening/watching/reading and associating it with the current content.*

ENG.2.6.S2. Pupils can imitate the model/example for producing verbal content about the current theme on “life in the city and the world with basic food types, items, and meals”.

- a) *Pupils become familiar with the model/sample content through repetition and imitation in context while and after listening (to)/watching it with the help of audio-visual aids.*

ENG.2.6.S3. Pupils can organise simple new verbal content on “life in the city and the world with basic food types, items, and meals” by speaking accurately, efficiently, and authentically.

- a) *Pupils design simple new verbal content by imitating model/sample content for prepared and/or unprepared speaking situations based on the model/sample that was listened (to)/watched earlier.*
- b) *Pupils organise simple new verbal content by imitating model/sample content for prepared/unprepared speaking situations, appropriate to the model/sample, context, age, and language level.*

ENG.2.6.S4. Pupils can form a simple new verbal content on “life in the city and the world with basic food types, items, and meals” through reconstruction by speaking accurately, efficiently, and authentically.

- a) *Pupils select and use accurate pronunciation, discourse forms, target words and language chunks for prepared and/or unprepared speaking situations, by imitating model/example content, appropriate to age and language level.*
- b) *Pupils select simple and contextually appropriate content/information quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the model/sample, age, language level, and context (question-answer, pointing and saying, selecting and saying, etc.) within the given (thinking) time.*
- c) *Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way (short monologues, dialogues, show and tell, pantomime drama, etc.).*
- d) *Pupils express messages in a concrete, simple and clear way for the listener in prepared and/or unprepared speaking situations together with mimics, gestures, and body language.*

ENG.2.6.S5. Pupils can reorganise and use information about the current theme on “life in the city and the world with basic food types, items, and meals” by reconstructing it to communicate with other people.

- a) *Pupils use the presented information in different contexts in a simple, natural, accurate, and necessary way by reorganising it individually and verbally.*
- b) *Pupils engage in verbal communication by sharing the reconstructed meaningful information with others.*

ENG.2.6.S6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the city and the world with basic food types, items, and meals” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process in a very simple way.*
- b) Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way.*

CONTENT FRAME

LIFE IN THE CITY & THE WORLD

Sub-themes: Basic food types, items, and meals

Target Vocabulary in Use (with revisional vocabulary):

Liquids: Water, milk, ayran, tea, coffee.

Fruits: Tomatoes, bananas, apples, oranges, pears, strawberries, grapes, cherries.

Vegetables: Potatoes, carrots, beans, peppers, lettuce, cucumbers, spinach, broccoli, garlic, cauliflower, courgette.

Basic food: Chicken, fish, bread, meat, eggs.

Quantifiers: Some (to be used naturally and automatically with all food items, without explaining its grammatical function, with language chunks "I've/have got some beans. She's/has got some bread".

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social, and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Language Chunks in Use:

Structures will be introduced and used through language chunks rather than explicit rule teaching (no rules will be taught).

"The Simple Present Tense":

Do you like bread? Yes, I do.

Do you like beans? No, I don't.

Function: Telling preferences for food.

"There is/ There are" (with only countable nouns):

(Is there a banana in the kitchen?) Yes, there is. No, there isn't).

(Are there any bananas in the kitchen? Yes, there are. No there aren't).

Function: Talking about the existence of food.

Can for possibility: Can I have bread? Yes, you can. No, you can't.

Function: Making polite requests.

Target Social Language in Use:

I'm hungry!

I'm thirsty!

Yummy!

It's delicious!

Time for breakfast/lunch/dinner!

Thanks for breakfast/lunch/dinner!

Enjoy your meal!

Let's go and meet them!

Target Phonological Sounds in Use:

Vowels: u

Consonants: w, x, y, z

Vowel: u: (/ju:/, /ʌ/, /ju:/)

w: (/w/); x: (/ɛks/, /ks/, /gz/); y: (/waɪ/, /j/, /ɪ/, /i:/); z: / (zed/ (Br), /zi:/ (AmE.), /z/)

*No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The concept of “food” is present in all languages because it is one of the most basic human needs and all people in different parts of the world eat some kind of food. People who start to learn a new language bring with them their pre-existing knowledge and transfer it to their new language learning. So, Year 2 Primary school pupils will know what food means as a concept but will not know its equivalents in another language. However, this existing knowledge in their own language will help them recognise, understand, and learn it more easily in a foreign language, English in this case.

Principles

Basic food items are presented as a topic where certain categories, items, and related actions function as important components.

Basic food items serve as an essential context where foundational social interactions of expressing preferences, asking for items, and making polite requests are practiced naturally and authentically in EFL.

Key Concepts:

Items, food, basic food, basic food items, food types, meals.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Pupils work on self-recordings (visual, audio) at school/ at home presenting an interview with a classmate/friend/family member about their preferences for food with pictures and/or realia. The assignment is evaluated using rubrics.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the pupils’ knowledge of the food and preferences related to it in their own language. As the pupils are 7 years old, they can know what food is and what preferences for it mean. They are also expected to understand other people’s and their own preferences for food and to be able to express them in their own language. This knowledge would prepare them to identify the same concepts in their foreign language, English, as well. It is assumed that they will have learnt how to ask what things are and how to introduce them using language chunks such as “What’s/is it/this? This is a ...”; and also their colours “What colour...? It’s/is red” in English from the previous themes. These chunks can be used as a basis for learning the new language chunks in the current theme making the new chunks easier to learn.

In the classroom, a fun warm-up activity which is not related to the theme “basic food items” can be conducted as an ice-breaking session to help learners be ready for the whole learning process in the class with positive feelings for their well-being. This can be an activity such as a short game, a physical activity, listening to a song/chant/rhyme and so on which will not require any English knowledge and also there will not be a need to speak Turkish.

Pre-Evaluation Process

It is expected that pupils’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the food as well as other people’s and their own food preferences. Recalling and practising with basic colours (white, black etc...) and simple adjectives (small, big etc...) in English that they have learnt in the previous themes would be helpful as a basis for moving on and learning the current content on the concept of “food”. Therefore, a dialogue game can be played to revise colours, simple adjectives for physical descriptions (small, big, short, long), and language chunks such as “What’s/is it? This is a...” “What colour is it? It’s/is red”, and “I’ve/have got ... She’s/has got ... They’ve/have got ...” With the vocabulary from the previous

themes by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics.)

Establishing Links

Pupils are asked to recall the concept of “food” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without translating anything until they start learning the target words in the current (new) concept, “food” in English.

To remind them of the pre-existing background knowledge they already have about the concept of “food”, a short animated scene can be prepared and shown (it can be a paper picture format if there are technological problems) on the blackboard/Smart Board before the main teaching/learning flow of the class begins. The animated scene shows a fridge with food inside (To prepare the animated page, some Web 2.0 programmes can be used). The pupils are asked to look at the animated page. When they have finished looking at it, the teacher asks them in Turkish if they have understood what was on the page. She/He wants them to nod yes or to indicate whether they understood what it was about or not.

The teacher asks them to think about it until they see the next visual, which is the main entry material of the theme, the digital entry story, without asking any further questions in Turkish or English.

An example practice could be done to point correctly to a picture of a basket and pictures of basic food types, items, and meals in it correctly when they are given instructions by the teacher with English, Turkish and/or with mimics and gestures. Pupils give responses by pointing out relevant so-called pictures without speaking any English and/or Turkish.

In this way, connections are made between pre-existing knowledge about school (in their minds) in their own language and the present information about the concept of “food” through meaningful contextualised activities with visuals within the theme.

Learning-Teaching Practices

WARM UP TO THE WHOLE THEME FOR WELL-BEING

Before starting to work on the theme, to prepare the pupils emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the pupils feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as playing a short game, doing a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, saying a tongue twister, etc. that has no relation or connection to the current theme and does not require any knowledge of English. This is done only for fun and relaxation. **(D2.5, SELS2.1, V12.1, LS2, LS4).**

INTEGRATION OF LANGUAGE SKILLS IN THE THEME:

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around a central topic and sub-themes, allowing pupils to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where pupils engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.2.6.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: After having an activity about the current theme during the background recall session, pupils can have a vision of “life in the city and the world” in their minds, so a further concept check would help them prepare for the current theme (**D3.2, SELS1.1, V3.2, LS1, CS2.11, CS2.16.2**). For instance, the teacher could bring into the classroom and show a card model of a school and sets of pictures about the components of it. The teacher then asks the pupils to point to the pictures in or on the model. She/He asks what they think the topic of the main context of the theme, the introductory digital story, that they are going to watch is about (**V3.3, LS2, LS4, CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme. It is both an entry material and the main context to the whole theme at the same time. (A 3-D model of life in the city and the world can also be created using Web 2.0 programmes.) They can guess the sub-concepts of life in the city and the world, so they can easily understand that the current theme will be “life in the city and the world” (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.4, LS1, LS2, LS4, CS2.10, CS2.17**).

ENG.2.6.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: To have access to the current theme, the teacher asks the pupils to watch the introductory digital story carefully recalling the pictures shown earlier (**CS2.11**). The introductory digital story is watched to identify the target theme “life in the city and the world with basic food types, items and meals” as a whole, without stopping the video at any point, so that the pupils can understand the theme/topic holistically (**D3.2, SELS1.1, V3.3, V13.1, V14.3, V17.1, LS1, LS2, LS4, LS5, CS2.14, CS2.16.2**).

ENG.2.6.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw the pupils’ attention to the content about life in the city and the world and its relevant components, some pictures are brought into the classroom by the teacher. The teacher brings a necessary number of large boxes for the pictures (some symbols are stuck on the boxes for life in the city and the world with basic food types, items and meals and puts the boxes on the table. She/He puts the corresponding picture into the related box when the corresponding vocabulary is mentioned in the introductory digital story without stopping the video while the pupils watch the story (**V3.3, V13.1, V14.3, V17.1, LS1, LS5**)). When they have watched the whole story, the teacher shows the items in the boxes on the table and asks some simple display questions about it. In this way, the teacher could carry out a monologue and also engage in a dialogue with the whole class to check that they have recognised the theme as a whole through its components, which can be used to check their learning as described in item (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, SELS2.1, V4.2, V6.1, LS2, LS4, CS2.8**). After watching the introductory digital story, the teacher takes all the pictures out of the boxes and puts them back on the table again and says the word “life in the city and the world” several times aloud, and the pupils repeat after her/him. In this way, the main vocabulary of the theme “life in the city and the world” is introduced to the pupils in English. To remember the sequence of the scenes with the parts, places, and people in the “life in the city and the world” in the introductory digital story, the teacher shows the mixed images/pictures of the scenes on the Smart Board and asks the pupils to look at the images/ pictures of these scenes for a while (**CS2.3**). She/ He then asks them to order the scenes in pairs with the mixed paper pictures she has already given to the pupils (**SELS2.2, V3.4, V4.2, LS1, LS2**). When the pairs have finished sorting the pictures for scenes of the story, the teacher asks the pupils to take turns or volunteer to order the scenes on the screen of the Smart Board (or the pictures on the blackboard (**SELS1.2, V4.1, V14.1, V20.4, LS4, CS2.6, CS2.10**)). This will help the teacher organise the story as a whole so that the pupils can identify the main theme and the components of the theme through their memories (**D1.2, D1.6, D2.3, CS2.12**).

ENG.2.6.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V7.2**). Some volunteer pupils express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, V20.4, LS5, LS6**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V10.3**).

ENG.2.6.P1.

RECOGNITION OF TARGET PRONUNCIATION: To recognise the pronunciation of the new target words, language chunks, and social language expressions about the theme “life in the city and the world with basic food types, items and meals”, the teacher puts on the table the pictures and boxes that she/he has previously used. She/He holds up each picture and asks the pupils to repeat each word aloud a few times as a whole class after listening to the recordings she/he has prepared beforehand using some Web 2.0 programmes. She/He puts the picture in the correct box about the group corresponding to the word while repeating the words with the whole class (**V3.4, V13.1, V14.3, V17.1, LS1, LS4, LS5, CS2.16.3**). The teacher could offer variations with some techniques, such as showing the picture of the target words about life in the city and the world to the pupils to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both. To help the pupils pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers, using the shadow technique, in which pupils immediately repeat whatever the teacher is saying or the story, without pausing (**D1.3, SELS1.2, SELS2.1, V3.4, V7.1, LS2, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be extended with different forms of TPR activities, e.g. first the teacher says the target words for the life in the city and the world and its components, the pupils listen; then the teacher says the target words and acts them out, the pupils repeat after her/him (**SELS2.1, CS2.6**). Then the teacher and the pupils say the target words and act them out together at the same time. Then the pupils say the words, and the teacher acts them out (**V3.4, V4.2, V15.1, LS4**). These “life in the city and the world” related actions can be done through the actions which can be done in the school, but they are only used for acting without teaching them as verbs in English. For instance, they can pretend to do things according to the topic. As a variation, they can also repeat the words after the teacher happily, sadly, angrily etc. using different tones of voice through TPR techniques (**SELS2.3, V11.1, V12.2, LS5, CS2.9**). Then some groups of pupils say the words, some groups of pupils act them out. While doing the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom. Some action sequences are also created through which the pupils can practise the social language expressions of the theme in a fun way by repeating, pointing, and miming in several games. Several fun pronunciation games could be played where pupils whisper a target word into the ears of their peers forming a chain and the last person says it aloud and the class checks if the word is pronounced correctly or not (**D2.5, SELS2.1, SELS2.2, V4.3, V4.4, V6.2, LS6, CS2.12**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.6.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading activities throughout the theme when and where necessary with precise techniques and the necessary amount. Reading is quite limited for this age group and it is done in two ways in the theme, by using a short extract from the written version of the introductory digital story and/or additional short reading texts in reading sections of the teaching materials to be used. The texts are very short, precise, and simple, as they are limited reading texts. Various reading styles including reading aloud, chorus reading, silent reading, and

speed reading are used as main styles. Basic reading techniques such as skimming, scanning, and reading for detail are used in very simplified ways. Pre-reading, while-reading and post-reading phases are used in a simplified and age-appropriate way in the theme. The ultimate aim of reading practice is to increase comprehension, improve fluency, develop pre-critical thinking skills, support the ability to comprehend and help talk/write about the content in a meaningful and communicative way. In this way pupils' language and communicative competence improve gradually **(V3.2, LS1, LS4, CS2.3, CS2.6, CS3.3)**. For the initial stage of reading, the teacher asks the pupils to look at quickly the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme on "life in the city and the world with basic food types, items and meals" **(V3.3, V13.1, V14.3, V17.1, LS2, LS4, LS5, CS2.8)**. At this stage, the teacher could ask the pupils to read the title/heading of the content and ask the pupils which words they already know, and which come to mind in connection with the title by showing them a list of words and corresponding pictures to choose the ones they know **(SELS1.1, V3.4, LS1, CS2.16.2)**. She/He reminds them not to ask for the meanings of new words or the words they do not know. She/He reminds them that this is only a recalling activity to check the words they know and that there will be time to work on the new words of the new theme later **(D3.2, D3.6, V12.1, CS2.10, CS2.12)**.

ENG.2.6.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: To see the written forms of the target words and to do some simple reading, the teacher asks the pupils to look at the Smart Board where she/he shows a 3-D house model of "life in the city and the world" (that she/he has used earlier). Next to each item, the written form of the word is provided on the model. The teacher asks the pupils to read the words first silently. The teacher then points to a word at random and asks the pupils to read it out loud as a whole class. Then she/he invites volunteers to come to the board and they point to different words and the rest of the class read them aloud as a chorus **(D2.3, SELS1, V3.4, V4.2, V20.4, LS1, LS2, LS4, CS2.12)**.

ENG.2.6.R3.

MAKING MEANING THROUGH READING: The teacher then shows (a short extract from) the written version of the introductory digital story (or another text about the theme) on the blackboard/Smart Board. She/ He asks the pupils to read after her/him using the shadow reading technique as a whole class. She/He could also try different versions such as pyramid reading or radio reading techniques (reading silently for a while and then aloud, then silently, and so on) which are the combinations of silent and aloud reading using rhythms as prompts **(V3.4, V7.2)**. After reading the words/word groups/clauses in the content, pupils proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones **(SELS2.1, V3.3, LS1, LS4, CS2.14)**. From display to communicative open-ended, various types of questions are used to understand the meaning of the short and simple texts about "life in the city and the world with basic food types, items and meals" **(SELS3.1, SELS3.2, V13.1, V14.3, V17.1, LS5)**. During this process pupils work collaboratively to exchange information, thoughts, and feelings **(SELS2.2, V4.2, CS2.6)**. This is evaluated as described in items (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.6.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3)**. Some volunteer pupils express what they think and feel about them **(V20.4, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V12.2, LS1)**. The

teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.4, V10.3**).

ENG.2.6.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, pupils remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions (**SELS1.1, V3.2, LS1, LS2, LS4**). As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme.

ENG.2.6.V2.

RECOGNITION OF THE TARGET VOCABULARY: To introduce the meaning of the vocabulary related to the theme “life in the city and the world with basic food types, items and meals”, the teacher asks the pupils to watch the introductory digital story again. A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help pupils to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some pictures for the vocabulary about the main components of the theme that take place in the story/text (**V3.3, V3.4, V13.1, V14.3, V17.1, LS5**). Pupils circle or tick the ones that they have heard, seen and scanned (quickly read) in the story/text. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, CS2.4, CS2.6, CS2.7**). Then, from the beginning, whenever an item related to “life in the city and the world” is mentioned, the teacher stops the video and asks a question in the form of two options by showing their pictures (**CS2.6**). By guessing what they are based on the pictures, the scene, and the sound, pupils hear the English equivalents of the words for the life in the city and the world with basic food types, items and meals, and they answer as a whole class. In this way, they are introduced to the meaning of the target words (**D1.1, V13.1, V14.3, V17.1, LS5, CS2.10**). This is done in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**)(3) and (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.2, V14.1, LS1, LS2, LS4**).

ENG.2.6.V3.

SELECTION AND USE OF TARGET VOCABULARY: To check whether the pupils are aware of the components of the main theme “life in the city and the world”, the teacher prepares an activity using the Web 2.0 program with images/pictures of components of “life in the city and the world”. She/He prepares three boxes on one side of the screen and mixed images/ pictures for target vocabulary related to the “life in the city and the world” on the other side. She/He asks the pupils to look at the mixed pile of images/pictures on the Smart Board screen and scan them for a while to remember them (**CS2.4**). She/He asks the pupils to drag the objects about the components of the theme into the correct box on the screen. The boxes have the words for each component represented on them with symbolic pictures. The pupils are given the cut-out pictures and a large sheet of paper with the pictures of empty boxes. The teacher asks them to work in pairs and put the cut-out pictures in the right box and ask each other several display questions (**CS2.5**). When the pupils have finished working with the cut-outs and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures as the components of the theme “life in the city and the world” to the correct empty boxes on the screen (**SELS1.2, CS2.5**). In this way, images/pictures that are relevant to the concept of the theme “life in the city and the world” are consolidated through categorisation. The same activity can be done with real pictures on the white/blackboard if there is a problem with technology. To practise the meanings of the target words about the school, the teacher places several pictures for them in the different parts of the classroom. She/He then puts some flashcards with the target vocabulary for “life in the city and the world” on the blackboard/ whiteboard. She/He takes a flashcard at random and shows it to the pupils. Pupils, working in pairs, look at the flashcard, decide which picture on the classroom walls is relevant, they go to the picture together, pin the flashcard to the noticeboard and say the word together first in pairs, and then as a whole class (**SELS2.1,**

SELS2.2, V3.4, V7.1, LS1, LS2, LS4, CS2.5). To consolidate the meanings of the new vocabulary items for the concept of “life in the city and the world”, the teacher could organise several activities in pairs and groups with pictures and flashcards such as Bingo, Pelmanism, King’s game, Odd One out, etc. **(SELS2.2).** These activities are closed and controlled so that pupils can practise the current (new) vocabulary about the current context in the beginning but later they work with simple and easy open-ended and communicative activities **(D2.5, SELS3.1, V4.2, V7.2, LS5).** This is evaluated as described in items (1), (2), (3), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the pupils to copy the words in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling using the words written on the model school on the blackboard/ Smart Board **(SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS1, LS4).** This is evaluated as described in items (3) and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.6.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the pupils’ attention to the target language chunks of the theme, the introductory digital story is played so that the pupils can notice the target language chunks about the theme “life in the city and the world with basic food types, items, and meals” **(D3.2, V13.1, V14.3, V17.1, LS5, CS2.2).** While the pupils watch the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the pupils to do the same **(CS2.14).** She/He could hold up large pictures and ask the pupils questions about the pictures with the target chunks expecting the pupils to ask and answer by using the target chunks. To check the pupils’ identification of the target language chunks, the teacher shows some picture strips that she/he has prepared for this activity, using some Web 2.0 programmes, after the pupils have watched the introductory digital story and imitated the actions and said the target language chunks. She/He asks the pupils to listen to her/him saying a target language chunk and then to look at the screen and say “Stop!” when they see a scene in the picture strips with the target chunk that the teacher has just said **(SELS3.1, CS2.7).** The teacher stops if the pupils are correct, but not if they are not **(V3.3, V4.1, V7.1, LS1, LS2, LS4).**

ENG.2.6.G2.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate pupils’ practice with the target language chunks, the teacher prepares necessary number of headings on the screen with symbols for the components of the theme “life in the city and the world with basic food types, items and meals”, and writes the appropriate language chunks to be used with each of the groups. She/He also provides the vocabulary items on the Smart Board screen. The teacher wants the pupils to think for a while and talk with their peers about which target words can be used in which language chunk group **(SELS2.2, V3.1, V10.3, V13.1, V14.3, V17.1, LS1, LS4, LS5, CS2.4).** Then the pupils go to the board and move the words under the correct heading and say the complete sentence with the target words and the chunks. They are then asked to say a sentence with the target chunk aloud as a class. Each sentence is repeated after each pair. Their learning can be checked as described in items (5), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. The same game can be played with pictures on the blackboard if there are technological/technical problems **(D2.5).** To organise the pupils’ further practice to consolidate the target language chunks, the teacher could create some action sequences in context by repeating, saying, and acting out with different activity bundles where their learning can be checked as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(CS2.13).** There is no analysis or teaching of grammatical structures at this stage. Pupils can automatically, spontaneously, and naturally select and use the target language chunks in the current context **(SELS3.1, V3.4, V4.2, V7.1, LS5, CS2.3, CS2.4, CS2.16.2).** For consolidation of the target language chunks, the teacher can facilitate more fun activities and games so that the pupils can practise and consolidate them **(V4.4, V7.2).**

ENG.2.6.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Writing activities help pupils produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about “life in the city and the world with basic food types, items and meals” as in other themes. Writing activities are arranged according to age and level so they are quite limited and are gradually expanded (**V3.2, V3.4, V13.1, V14.3, V17.1, LS1, LS4, LS5**).

ENG.2.6.W2.

COPYING FROM THE MODEL: Initially, pupils produce very limited and short pieces of writing, such as words and word groups to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening/watching and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat, answering simple questions with a limited number of words, or simply explaining in context what they hear and see and what they are asked to do. They are provided a written model/example to copy. By copying a simple written model, they get used to seeing and using the target words, language chunks, punctuation, spelling and so on in written language (**D3.1, SELS3.1, V3.4, LS1, CS2.4, CS2.16.3**). To further practise guided and copied writing, the teacher gives all the pupils some paper/cardboard to make a model in groups (**SELS2.1, SELS2.2**) (of two, three, four etc.) and to write the names of the vocabulary items “life in the city and the world with basic food types, items and meals” next to their drawings on the model related to life in the city and the world. The teacher asks them to look at the Smart Board screen with the model related to life in the city and the world that she/he has made earlier so that the pupils can easily copy the target words for the items as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.4, V7.3, V13.1, V14.3, V17.1, LS4, LS5**).

ENG.2.6.W3.

CREATING CONTENT BASED ON THE MODEL: For practising more with the written forms of the target words, language chunks, and the social language for the theme, new contexts are created in the form of a new animated short story or a dialogue for the pupils to practise further by seeing/hearing/reading/writing (copying) the target words and language chunks about the concept of “life in the city and the world” in fun, enjoyable, varied, and versatile activities. This new content is contextual, simple, practical, and appropriate to the pupils’ age and language level (**D1.2, D1.6, SELS3.2, V3.4, V4.2, V4.4, LS1, LS4, CS2.20**).

ENG.2.6.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Pupils are encouraged to produce a variety of written products such as clauses, sentences, acronyms, messages, posters, e-mails, poems, songs and so on to express their ideas, thoughts, and feelings (**D2.5, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the pupils’ age, interests, and language level (**V3.4, V7.2, LS1, LS4**).

ENG.2.6.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Pupils interact and communicate with peers and/or other people inside or outside school by using the written language including the target words, language chunks, and the social language for the theme “life in the city and the world with basic food types, items and meals” from simple to more expanded versions in their writing (**SELS2.2, SELS2.3, V4.2, V13.1, V14.3, V15.1, V17.1, LS1, LS4, LS5, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce simple digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3, V3.4, V7.2, V11.1, LS2, CS2.20**). These activities can be evaluated as described in items (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.2.6.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing expression process and asks them to express their thoughts, ideas, and feelings about the process in simple ways, for instance by using emoticons, symbols, drawings, charts etc. **(D1.5, SELS1.3, V4.2, LS1, CS2.15)**. Pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs **(D2.4, D3.5, V12.1, V15.1, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3, LS4)**.

ENG.2.6.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance pupils' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures, and the social language expressions of the theme about "life in the city and the world with basic food types, items and meals" **(V3.2, V4.2, V13.1, V14.3, V17.1, LS1, LS4, LS5)**.

ENG.2.6.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, pupils recognise the language with the target language items through the models **(CS2.6)**. They practise the language in a controlled way, by telling, repeating, and imitating what they hear and see in the context **(D1.3, D3.2, SELS3, V3.4, LS1, LS4, CS2.4)**. The spoken content of the model becomes a path for them to follow.

ENG.2.6.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new and simple photo/picture strip/pantomime/video stories, dialogues, etc. as new opportunities for the pupils to talk about them for practising further through questions, explanations, inferences etc. **(D1.3, SELS3.2, V3.4, V7.1, LS1, LS4, CS2.13)**.

ENG.2.6.S4.

CONSTRUCTING SPOKEN MATERIALS: Pupils are encouraged to produce several spoken products related to the extended contexts such as simple dialogues, short texts etc. To interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "life in the city and the world with basic food types, items and meals" **(SELS2.2, SELS3.2, V4.2, V11.1, V13.1, V14.3, V17.1, LS1, LS4, LS5, CS2.20)**. AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings for developing their oral skills **(D1.2, D1.6, D3.3, SELS3.2, SELS3.3, V3.4, V7.2, LS2, CS2.20)**.

ENG.2.6.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Pupils communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20)**. Picture strip stories can be used at the end of each theme to provide a consolidation and revision. These new contents created are contextual, practical, authentic, real, and appropriate to the pupils' age, interests, and language level. Storification, drama, and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme **(V3.4, V15.1, LS1)**. Pupils are encouraged to produce several spoken products related to the extended contexts such as dialogues, show and tell activities, acting out activities to interact and to communicate with peers and/or other people in or outside the school

by using the language including the target words, language grammar in use, and the social language for the theme “life in the city and the world” and its components such as “basic food types, items, and meals” (**SELS2.2, SELS3.2, V4.2, V7.2, V13.1, V14.3, V17.1, LS4, LS5, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.2, SELS3.3, V11.1, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG.2.6.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V4.2**). Some volunteer pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**SELS1.2, SELS2.2, V12.1, V20.4, LS1, LS4, CS2.15**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V10.3**).

TEACHER REFLECTION: She/He can keep a class journal in which she/he makes notes about what worked or didn't work in teaching the theme and pupils' learning and the potential reasons for this to find solutions. She/He can ask a colleague to observe her/his lessons and give feedback on the lessons (peer observation). She/He can also discuss the whole teaching process with her colleagues to specify the challenges faced throughout the whole current theme.

DIFFERENTIATION

Expansion

Objective: To form a creative menu in English by using target vocabulary.

Activity 1: Creating a menu

Pupils work in pairs or small groups to create a menu for an imaginative restaurant. Different food items and drinks are written down, using the vocabulary and language chunks that have been learnt. The menus are then presented to the class. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 2: Foodie Adventure Game

The teacher creates a large poster or a printable game board with a winding path. Food cards with pictures and names (water, milk, bread, chicken, fish, eggs, tomatoes, bananas, apples, potatoes, carrots, beans) and preference cards with language chunks like “Do you like [food item]?” and “Yes, I do.” / “No, I don't.” are provided. The game board is designed with a start and finish, and a winding path with spaces is drawn by the teacher. Food cards and preference cards are placed in separate piles. Spaces on the board are marked where players must draw a card from the food or preference pile. Players take turns rolling the cube and moving their token along the path. If they land on a space with a food symbol, they draw a food card, and use the vocabulary in a sentence, e.g., “I've got some beans”. When landing on a space with a preference symbol, a preference card is drawn, and the question is answered, e.g., “Do you like chicken?” with “Yes, I do” or “No, I don't”. Social language expressions like “I'm hungry!” or “It's delicious!” are used when a card with these language chunks are drawn. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 3: Drama – Role Play

A market stall is set up by pupils. Pupils work in pairs. One pupil from the expansion group can be the seller and the other pupils can be the customer. They can have a dialogue like the one given below.

CUSTOMER: Hello!

SELLER: Hi, welcome!

CUSTOMER: What is your name?

SELLER: My name is

CUSTOMER: I am I am thirsty.

SELLER: Milk? Do you like milk?

CUSTOMER: No, I don't like milk.

SELLER: Do you like water?

CUSTOMER: Yes, I like water.

SELLER: Here you are!

CUSTOMER: Thank you!

SELLER: Do you like apples?

CUSTOMER: Red apples?

SELLER: No, green apples.

CUSTOMER: No! I don't like green apples.

Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 4: Introducing yourself

Pupils are asked to prepare a video. In this video, one of the animals they have previously learnt about will be the main character. They can use a toy or a picture of the animal they have chosen. They can introduce the animal by animating it (to introduce itself) talking about its colour and body parts. Immediately afterward, they should also show and introduce food/drink in the video and say whether the animal likes them or not. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Supporting

Objective: To help pupils talk about food, basic food items, and their preferences for food in English by using target vocabulary.

Activity 1: Foodie Adventure Game

The game board is simplified with fewer spaces and the focus is placed on basic language use. Turns are made by rolling the cube and moving tokens along the path. If they land on a space with a food symbol, a food item card is drawn, and the vocabulary is used in a simple sentence, e.g., "I've got some milk". When landing on a space with a preference symbol, a preference card is drawn, and the question is answered with a simple response, e.g., "Do you like chicken?" with "Yes, I do" or "No, I don't". Social language expressions such as "Yummy!" or "I'm thirsty!" are used when prompted by the cards. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Activity 2: Matching

Pupils are told that there will be an activity related to the food they learnt in the theme and they are asked to bring food or drink (milk etc.) from home that matches the words they have learnt. A table is placed in front of the board. Each pupil stands up and introduces the food/drink they have brought and says whether they like it or not. Then they put the food or drink on the table. At the end of the activity, a market stall will have been created.

e.g.: This is a banana. I like bananas.

Low achievers (pupils) can make a video where they show foods/drinks and say whether they like it or not. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



PRIMARY-YEAR 3 (LEVEL: A1.2)

THEME 1: SCHOOL LIFE

Sub-themes: Greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations

This theme is centred on the concept of “school life” and covers the sub-themes of “greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 10

FIELD SKILLS AND SUPPORTIVE SKILLS FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Gramming: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V14. Respect, V15. Love and Affection, V18. Cleanliness, V19. Patriotism, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy,

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Life Study/ Science of Life, Visual Arts, Music, Physical Education and Games

INTERSKILLS CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 3 is structured based on holistic approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.3.1.L1. Pupils can get ready for the listening/watching-comprehension process for the current content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations”.

- a) Pupils activate their pre-existing knowledge and experiences related to the current theme and content, by recalling it in her/his own language in their minds.*
- b) Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content, by responding to simple questions with physical actions without speaking Turkish or without having a translation.*
- c) Pupils make simple predictions about the current content, by using pre-existing knowledge and experience based on the realia, pictures and context.*

ENG.3.1.L2. Pupils can bring information about the current content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” together with key details and main components while listening/watching it.

- a) Pupils make simple predictions about the current content based on the surrounding audio/visual elements scattered around the classroom in relation to the current theme.*
- b) Pupils comprehend the topic of the current content by listening (to)/watching it as a whole without having intervals.*
- c) Pupils recognise concrete/simple/basic details and components within the whole introductory content by watching and listening to it by noticing the basic components.*

ENG.3.1.L3. Pupils can make meaning of/derive meaning from the current content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” through details by listening/watching it carefully.

- a) Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept.*
- b) Pupils locate the components of the current content within the whole by listening and watching it.*
- c) Pupils make simple and basic classifications of the current content when necessary by grouping components, words, and other aspects with the help of visuals.*
- d) Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components, words, and other aspects with the help of visuals.*
- e) Pupils recognise very concrete/simple/basic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components.*
- f) Pupils internalise the current content personally in an age- and level-appropriate manner, recognising that it is about her/his present life at school.*

ENG.3.1.L4. Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” in a very simple way.

- a) Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content in a very simple way.*
- b) Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content by sharing them with others in a very simple way.*

ENG.3.1.P1. Pupils can select and use the target phonological elements of the current content about “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others.

- a) Pupils listen to/watch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) Pupils recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) Pupils use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG.3.1.R1. Pupils can get ready for the reading-comprehension process about the current content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations”.

- a) Pupils activate their pre-existing knowledge and past experiences related to the current theme and content.*
- b) Pupils recognise simple and basic relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) Pupils make simple preliminary predictions about the current content based on recognised relationships.*

ENG.3.1.R2. Pupils can bring information about the current content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it.*
- b) Pupils grasp the topic of the current content generally by looking at the surrounding audio/visual materials quickly through skimming.*
- c) Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning.*

ENG.3.1.R3. Pupils can make meaning of/derive meaning from the current content about “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” by reading it carefully.

- a) Pupils check the current content in detail for the accuracy of initial predictions that are made earlier.*
- b) Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- c) Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- d) Pupils recognise basic horizontal/vertical relationships within the current content that contribute to the perception of it in a simple and meaningful way.*
- e) Pupils make simple, basic, and meaningful inferences from the information in the current content by examining it.*

- f) *Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level.*

ENG.3.1.R4. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply.*

ENG.3.1.V1. Pupils can select and use the target vocabulary of the current content about “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils hear/view target vocabulary in the current content as a whole in context.*
- b) *Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearing/watching the target material and source, together with pointing to the pictures displayed in class.*
- c) *Pupils recognise the use of the target words in the target material and source, by listening/watching it several times and seeing how and where the target words are used to describe the current concept.*
- d) *Pupils associate the contextual meanings of target words reinforced and recognised through whole class, group and individual repetition, with pre-existing conceptual meanings in mind.*
- e) *Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class, group and individual repetition.*
- f) *Pupils make use of the semantically related target vocabulary in a spontaneous, authentic and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge (in Turkish in his/her mind).*
- g) *Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends, family and other people outside the school by being aware of their differences.*

ENG.3.1.G1. Pupils can select and use the language including target grammatical elements of the current content about “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils become familiar with the current content by listening, viewing, and reading it several times.*
- b) *Pupils reinforce familiarity with the target content by listening to/watching it several more times if necessary, through the recognition of actions involved in it.*
- c) *Pupils listen to/watch an audio/visual/written presentation of current content with target language chunks representing target language use, narrated through body language and verbal repetition.*
- d) *Pupils gain auditory/visual awareness by listening/watching/reading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition.*

- e) *Pupils repeat target language chunks many times in the current auditory/visual/written context many times, without knowing, analysing, or thinking about their rules, verbally, automatically and by pointing.*
- f) *Pupils repeat the auditory/visual/written content containing target language chunks many times automatically, naturally, and verbally within short, simple, and meaningful sentences without knowing, analysing, or thinking about their rules.*
- g) *Pupils act out physically the language chunks in the heard/viewed/seen content without knowing, analysing, or thinking about their rules.*
- h) *Pupils repeat the language chunks in the auditory/visual/written content automatically and act them out simultaneously and physically without knowing, analysing, or thinking about their rules.*
- i) *Pupils automatically select and use similar target language chunks related to the current content heard/seen/read in oral communication without knowing, analysing, or thinking about their rules.*

ENG.3.1.W1. Pupils can get ready for the writing-expression process about the current content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” in an age- and level-appropriate way.

- a) *Pupils activate their pre-existing knowledge and experiences used in the initial processes of listening/viewing (and/or reading) and associate it with the current content in a simple way.*
- b) *Pupils understand correctly what the current writing task is as guided and assigned.*

ENG.3.1.W2. Pupils can copy the model/example on the writing task about the current content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” based on the model/example provided to practise for further writing activities.

- a) *Pupils rewrite model/example content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills.*

ENG.3.1.W3. Pupils can organise and form a content for the assigned writing task on the current content “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” based on the model/example provided.

- a) *Pupils organise a very simple, short, and meaningful content for a prepared and/or unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type, age, and language level.*

ENG.3.1.W4. Pupils can practise writing by constructing content for the assigned writing task on the current content “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations”.

- a) *Pupils use materials, structural features, discourse forms, and punctuation appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task.*
- b) *Pupils select and use target words, language chunks, and social language expressions appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task related to the theme.*
- c) *Pupils express simple messages clearly for a prepared and/or unprepared writing task related to the current theme.*

ENG.3.1.W5. Pupils can reorganise and use information by reconstructing it in the new written tasks about the “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” to communicate with other people.

- a) *Pupils use similar information from the current content in different contexts by simply, meaningfully and individually reorganising it.*
- b) *Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others.*

ENG.3.1.W6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply.*

ENG.3.1.S1. Pupils can get ready for speaking-expression process about the current content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” with the help of supplementary audio-visual materials.

- a) *Pupils become familiar with model/example content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listening/watching/reading and associating it with the current content.*

ENG.3.1.S2. Pupils can imitate the model/example for producing verbal content about the current theme on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations”.

- a) *Pupils become familiar with the model/sample content through repetition and imitation in context while and after listening (to)/watching it with the help of audio-visual aids.*

ENG.3.1.S3. Pupils can organise simple new verbal content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” by speaking accurately, efficiently, and authentically.

- a) *Pupils design simple new verbal content by imitating model/sample content for prepared and/or unprepared speaking situations based on the model/sample that was listened (to)/watched earlier.*
- b) *Pupils organise simple new verbal content by imitating model/sample content for prepared/unprepared speaking situations, appropriate to the model/sample, context, age, and language level.*

ENG.3.1.S4. Pupils can form a simple new verbal content on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” through reconstruction by speaking accurately, efficiently, and authentically.

- a) *Pupils select and use accurate pronunciation, discourse forms, target words and language chunks for prepared and/or unprepared speaking situations, by imitating model/example content, appropriate to age and language level.*
- b) *Pupils select simple and contextually appropriate content/information quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the model/sample, age, language level, and context (question-answer, pointing and saying, selecting and saying, etc.) within the given (thinking) time.*
- c) *Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way (short monologues, dialogues, show and tell, pantomime drama, etc.).*

- d) *Pupils express messages in a concrete, simple and clear way for the listener in prepared and/or unprepared speaking situations together with mimics, gestures, and body language.*

ENG.3.1.S5. Pupils can reorganise and use information about the current theme on “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” by reconstructing it to communicate with other people.

- a) *Pupils use the presented information in different contexts in a simple, natural, accurate and necessary way by reorganising it individually and verbally.*
- b) *Pupils engage in verbal communication by sharing the reconstructed meaningful information with others.*

ENG.3.1.S6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “school life with greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process in a very simple way.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way.*

CONTENT FRAME

SCHOOL LIFE

Sub-themes: greetings and introductions at school; people and places at school; months of the year; ages and birthday celebrations; national days and celebrations

-Greetings:

How are you? I'm good, thanks!

Good evening!

Good afternoon!

Good night!

Whose birthday is in October?

Do you need help?

Why not?

What's the matter?

Be careful!

Who wants to tell me...?

Maybe!

I have an idea!

Let's talk about.....

It sounds great!

You must be quiet!

Target Vocabulary in Use (with revisional vocabulary):

-People at school: A classmate, a librarian, a school nurse, a headteacher, a caretaker.

-Places at school: An art room, a music room, a meeting room, an office, a sports field, a corridor, a gym.

-Birthday celebrations: Birthday, a birthday party, a candle, a cake, a balloon, a gift, summer holiday, a surprise.

Months of the year: January, February, March, April, May, June, July, August, September, October, November, December.

Verbs: To prepare, to decorate, to bring, to play the guitar, write a song, to ask, to find, to run, to help.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social, and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Language Chunks in Use:

("To be-present")(am, is, are): (+), (-), (?)

Who's/is this/she/he? This is Mr. Blue.

Where is Daphne? She's/is in the library.

What month is it now? It's/is September.

How old are you? I'm 8 years old.

When's/is your birthday? It's/is in July.

Function: Telling who people are, where people and things are, what month it is.

-There is / There are (+), (-), (?) (Only countable nouns with numbers will be used).

Is there a nurse at school? Yes, there is a nurse at school.

How many caretakers (are there at school)? (There are) two caretakers (at school).

Function: Describing the presence and quantity of countable nouns.

-Must/ mustn't (for obligation): (+), (-), (?)

You must follow the rules at school. You mustn't run in the corridor/at school.

Function: Expressing obligations and prohibitions clearly.

-Personal Pronouns: I, you, we, they, he, she, it

Function: Referring to the speaker as the subject.

-Prepositions: in, on, at

Function: Describing locations, time, and positions.

-WH-question words: what, where, who, when

Function: Asking what a thing is, where a place is, who a person is, when a time is.

-Question words: how

Function: Asking how a thing is.

-Demonstrative pronouns: this, that

Function: "this": Referring to something specific that is close to the speaker in space, time, or context; and "that": referring to something specific that is farther away in space, time, or context from the speaker.

Target Social Language in Use:

See you later!

Have a nice/good day!

Have a nice/good weekend!

It's great/nice/good to see you.

Take care!

Cool!

Happy Birthday!

Target Phonological Sounds in Use:

a, b

Vowel a:

a: (/a:/, /aeɪ/, /ə/, /ɑ:/, /eɪ/, /a:/, /ɑ/, /ɔ:/, /eə/)

Consonant: b

b: (/b/)

*No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The concept of "school life" is present in almost all languages because it is one of the most basic parts of human beings' lives and all children in different parts of the world go to different types of schools. People who start to learn a new language bring with them their previous/pre-existing knowledge and transfer it to their new language learning. So, a primary school pupil in year 3 will know what "a school and school life" mean as a concept but will not know its equivalents in another language if it has not been covered in their existing foreign language curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn it more easily in a foreign language, English in this case.

Principles

School is presented as a place where people, places, and activities function as key components.

School is an important context where initial social interactions, such as greetings, introductions, and celebrations, are naturally and authentically practiced in EFL.

Key Concepts:

Greetings, introductions, people, places, greetings at school, introductions at school, people at school, places at school, months, year, months of the year, ages, birthdays, ages and birthdays, national days, celebrations, national days and celebrations.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Pupils write and design “a diary page” writing about people they meet, places they go and routines they have at school by using photos they take and pictures they draw. They will present it to the class and ask the other pupils to guess who the people and places they will present in their diary/journal page. The class will make guesses about them and their guesses will be checked after the presentations. The class will rate the presentations through the rating scales or checklists given by the teacher.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the pupils’ knowledge of the “school life” with its components such as “greetings and introductions at school; people and places at school; months of the year; ages and birthday celebrations; national days and celebrations” in their own language. As the pupils are 8-year-old primary school children, they can know what “greetings and introductions at school; people and places at school; months of the year; ages and birthday celebrations; national days and celebrations” mean in their own language and to be able to express them in their own language. However, they would not know them in a foreign language, in this case English, if they were not covered in their existing school curriculum. This knowledge in their own language would prepare them to identify the same concepts in their foreign language, English, without speaking any Turkish. It is assumed that they have learnt how to ask what things are and how to introduce them using language chunks such as “What’s/is it/this? This is a”; “Who is this/...? This is Mr Jackson” in English from the previous themes and/or year. These chunks can be used as a basis for learning the new language chunks in the current theme making the new chunks easier to learn. This can be an activity such as a short game, a physical activity, listening to a song/chant/rhyme and so on which will not require any English knowledge and also there will not be a need to speak Turkish.

Pre-Evaluation Process

It is expected that pupils’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about “school life” as a concept in English. Some previous themes from previous years would be helpful as a basis for moving on and learning the current content on the concept of “greetings and introductions at school; people and places at school; months of the year; ages and birthday celebrations; national days and celebrations”. Therefore, a dialogue game can be played to revise “school life with greetings, people and places” they learnt before. Some language chunks such as “What’s/is it? This is a...” “Who’s this? This is Mrs. Willis” are also revised by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use previously learnt vocabulary and language chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics and/or checklists.)

Establishing Links

Pupils are asked to recall the current (theme) concept of “school life” and its components such as “greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations”, by remembering their previous/pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without translating anything until they start learning the target words in the current concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept various visual materials such as a short digital cartoon, a picture, a poster can be prepared and shown (it can be a paper picture format if there are technological problems) before the main teaching/learning flow of

the lesson begins. The pupils are facilitated through the materials they have learnt the concept of it in the previous years with various activities. Then they are asked in simple English what was it about. They get help from the teacher to be able remember and say. For example the teacher could show the pictures with the words next to them so that pupils can remember some vocabulary and language chunks from the previous years. The teacher asks them to wait until they see the next visual, which is the main entry material of the theme, the introductory digital story, without asking any further questions.

One of the example practices could be to point correctly to a picture of the current concept in it when they are given instructions by the teacher in simple English. Pupils give responses by pointing out relevant so-called pictures without speaking any Turkish but only in very simple English or with mimics and gestures.

In this way, connections are made between pre-existing knowledge about the current theme (in their minds) in their own language and the present information about the concept through meaningful contextualised activities with visuals within the theme.

Learning-Teaching Practices

WARM UP TO THE WHOLE THEME FOR WELL-BEING

Before starting to work on the theme, to prepare the pupils emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the pupils feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as playing a short game, doing a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, saying a tongue twister, etc. that has no relation or connection to the current theme and does not require any knowledge of English. This is done only for fun and relaxation. **(D2.5, SELS2.1, V12.1, LS2, LS4).**

INTEGRATION OF LANGUAGE SKILLS IN THE THEME:

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around a central topic and sub-themes, allowing pupils to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where pupils engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.3.1.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: After having an activity about the current theme during the background recall session, pupils can have a vision of “school life” in their minds, so a further concept check would help them prepare for the current theme **(D3.2, SELS1.1, V3.2, LS1, CS2.11, CS2.16.2)**. For instance, the teacher could bring into the classroom and show a card model of a school and sets of pictures about the components of it. The teacher then asks the pupils to point to the pictures in or on the model. She/He asks what they think the topic of the main context of the theme, the introductory digital story, that they are going to watch is about **(V3.3, LS2, LS4, CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme. It is both an entry material and the main context to the whole theme at the same time. (A 3-D model of school life can also be created using Web 2.0 programmes.) They can guess the sub-concepts of school life, so they can easily understand that the current theme will be “school life” **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.4, LS1, LS2, LS4, CS2.10, CS2.17)**.

ENG.3.1.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: To have access to the current theme, the teacher asks the pupils to watch the introductory digital story carefully recalling the pictures shown earlier **(CS2.11)**. The introductory digital story is watched to identify the target theme “school life with (extended) greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” as a whole, without stopping the video at any point, so that the pupils can understand the theme/topic holistically **(D3.2, SELS1.1, V3.3, V4.2, V14.1 14.3, V15.5, V18.2, V19.1, V19.2, LS1, LS2, LS4, LS5, CS2.14, CS2.16.2)**.

ENG.3.1.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw the pupils’ attention to the content about school life and its relevant components, some pictures are brought into the classroom by the teacher. The teacher brings a necessary number of large boxes for the pictures (some symbols are stuck on the boxes for school life with (extended) greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations) and puts the boxes on the table. She/He puts the corresponding picture into the related box when the corresponding vocabulary is mentioned in the introductory digital story without stopping the video while the pupils watch the story **(V3.3, V4.2, V14.1 14.3, V15.5, V18.2, V19.1, V19.2, LS1, LS5)**. When they have watched the whole story, the teacher shows the items in the boxes on the table and asks some simple display questions about it. In this way, the teacher could carry out a monologue and also engage in a dialogue with the whole class to check that they have recognised the theme as a whole through its components, which can be used to check their learning as described in item (8) in the section 1.2. Principles for the Implementation of the English Curriculum **(D1.2, D1.6, SELS2.1, V4.2, V6.1, LS2, LS4, CS2.8)**. After watching the introductory digital story, the teacher takes all the pictures out of the boxes and puts them back on the table again and says the word “school life” several times aloud, and the pupils repeat after her/him. In this way, the main vocabulary of the theme “school life” is introduced to the pupils in English. To remember the sequence of the scenes with the parts, places, and people in the “school life” in the introductory digital story, the teacher shows the mixed images/pictures of the scenes on the Smart Board and asks the pupils to look at the images/ pictures of these scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs with the mixed paper pictures she has already given to the pupils **(SELS2.2, V3.4, V4.2, LS1, LS2)**. When the pairs have finished sorting the pictures for scenes of the story, the teacher asks the pupils to take turns or volunteer to order the scenes on the screen of the Smart Board (or the pictures on the blackboard **(SELS1.2, V4.1, V14.1, V20.4, LS4, CS2.6, CS2.10)**. This will help the teacher organise the story as a whole so that the pupils can identify the main theme and the components of the theme through their memories **(D1.2, D1.6, D2.3, CS2.12)**.

ENG.3.1.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V7.2)**. Some volunteer pupils express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, V20.4, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG.3.1.P1.

RECOGNITION OF TARGET PRONUNCIATION: To recognise the pronunciation of the new target words, language chunks, and social language expressions about the theme “school life with (extended) greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations”, the teacher puts on the table the pictures and boxes that she/he has previously used. She/He holds up each picture and asks the pupils to repeat each word aloud a few times as a whole class after listening to the recordings she/he has prepared beforehand using some Web 2.0

programmes. She/He puts the picture in the correct box about the group corresponding to the word while repeating the words with the whole class (**V3.4, V4.2, V14.1 14.3, V15.5, V18.2, V19.1, V19.2, LS1, LS4, LS5, CS2.16.3**). The teacher could offer variations with some techniques, such as showing the picture of the target words about school to the pupils to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both. To help the pupils pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers, using the shadow technique, in which pupils immediately repeat whatever the teacher is saying or the story, without pausing (**D1.3, SELS1.2, SELS2.1, V3.4, V7.1, LS2, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be extended with different forms of TPR activities, e.g. first the teacher says the target words for the school and its components, the pupils listen; then the teacher says the target words and acts them out, the pupils repeat after her/him (**SELS2.1, CS2.6**). Then the teacher and the pupils say the target words and act them out together at the same time. Then the pupils say the words, and the teacher acts them out (**V3.4, V4.2, V15.1, LS4**). These “school life”-related actions can be done through the actions which can be done in the school, but they are only used for acting without teaching them as verbs in English. For instance, they can pretend to do things according to the topic. As a variation, they can also repeat the words after the teacher happily, sadly, angrily etc. using different tones of voice through TPR techniques (**SELS2.3, V11.1, V12.2, LS5, CS2.9**). Then some groups of pupils say the words, some groups of pupils act them out. While doing the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom. Some action sequences are also created through which the pupils can practise the social language expressions of the theme in a fun way by repeating, pointing, and miming in several games. Several fun pronunciation games could be played where pupils whisper a target word into the ears of their peers forming a chain and the last person says it aloud and the class checks if the word is pronounced correctly or not (**D2.5, SELS2.1, SELS2.2, V4.3, V4.4, V6.2, LS6, CS2.12**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG. 3.1.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading activities throughout the theme when and where necessary with precise techniques and the necessary amount. Reading is quite limited for this age group and it is done in two ways in the theme, by using a short extract from the written version of the introductory digital story and/or additional short reading texts in reading sections of the teaching materials to be used. The texts are very short, precise, and simple, as they are limited reading texts. Various reading styles including reading aloud, chorus reading, silent reading, and speed reading are used as main styles. Basic reading techniques such as skimming, scanning, and reading for detail are used in very simplified ways. Pre-reading, while-reading and post-reading phases are used in a simplified and age-appropriate way in the theme. The ultimate aim of reading practice is to increase comprehension, improve fluency, develop pre-critical thinking skills, support the ability to comprehend and help talk/write about the content in a meaningful and communicative way. In this way pupils’ language and communicative competence improve gradually (**V3.2, LS1, LS4, CS2.3, CS2.6, CS3.3**). For the initial stage of reading, the teacher asks the pupils to look at quickly the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme on “school life with (extended) greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” (**V3.3, V4.2, V14.1, V14.3, V15.5, V18.2, V19.1, V19.2, LS2, LS4, LS5, CS2.8**). At this stage, the teacher could ask the pupils to read the title/heading of the content and ask the pupils which words they already know, and which come to mind in connection with the title by showing them a list of words and corresponding pictures to choose the ones they know (**SELS1.1, V3.4, LS1, CS2.16.2**). She/He reminds them not to ask for the meanings of new words or the words they do not know. She/He reminds

them that this is only a recalling activity to check the words they know and that there will be time to work on the new words of the new theme later **(D3.2, D3.6, V12.1, CS2.10, CS2.12)**.

ENG.3.1.6.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: To see the written forms of the target words and to do some simple reading, the teacher asks the pupils to look at the Smart Board where she/he shows a 3-D house model of "school life" (that she/he has used earlier). Next to each item, the written form of the word is provided on the model. The teacher asks the pupils to read the words first silently. The teacher then points to a word at random and asks the pupils to read it out loud as a whole class. Then she/he invites volunteers to come to the board and they point to different words and the rest of the class read them aloud as a chorus **(D2.3, SELS1, V3.4, V4.2, V20.4, LS1, LS2, LS4, CS2.12)**.

ENG.3.1.R3.

MAKING MEANING THROUGH READING: The teacher then shows (a short extract from) the written version of the introductory digital story (or another text about the theme) on the blackboard/Smart Board. She/ He asks the pupils to read after her/him using the shadow reading technique as a whole class. She/He could also try different versions such as pyramid reading or radio reading techniques (reading silently for a while and then aloud, then silently, and so on) which are the combinations of silent and aloud reading using rhythms as prompts **(V3.4, V7.2)**. After reading the words/word groups/clauses in the content, pupils proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones **(SELS2.1, V3.3, LS1, LS4, CS2.14)**. From display to communicative open-ended, various types of questions are used to understand the meaning of the short and simple texts about "school life with (extended) greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" **(SELS3.1, SELS3.2)**. During this process pupils work collaboratively to exchange information, thoughts, and feelings **(SELS2.2, V4.2, V14.1 14.3, V15.5, V18.2, V19.1, V19.2, LS5, CS2.6)**. This is evaluated as described in items (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.3.1.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3)**. Some volunteer pupils express what they think and feel about them **(V20.4, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V12.2, LS1)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V4.4, V10.3)**.

ENG.3.1.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, pupils remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions **(SELS1.1, V3.2, LS1, LS2, LS4)**. As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme.

ENG.3.1.V2.

RECOGNITION OF THE TARGET VOCABULARY: To introduce the meaning of the vocabulary related to the theme “school life with (extended) greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations”, the teacher asks the pupils to watch the introductory digital story again. A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help pupils to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some pictures for the vocabulary about the main components of the theme that take place in the story/text (**V3.3, V3.4, V4.2, V14.1, V14.3, V15.5, V18.2, V19.1, V19.2, LS5**). Pupils circle or tick the ones that they have heard, seen and scanned (quickly read) in the story/text. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, CS2.4, CS2.6, CS2.7**). Then, from the beginning, whenever an item related to “school life” is mentioned, the teacher stops the video and asks a question in the form of two options by showing their pictures (**CS2.16.1, CS2.6**). By guessing what they are based on the pictures, the scene, and the sound, pupils hear the English equivalents of the words for the school life with (extended) greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations, and they answer as a whole class. In this way, they are introduced to the meaning of the target words (**D1.1, V4.2, V14.1, V14.3, V15.5, V18.2, V19.1, V19.2, LS5, CS2.10**). This is done in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**)(3) and (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.2, V14.1, LS1, LS2, LS4**).

ENG.3.1.V3.

SELECTION AND USE OF TARGET VOCABULARY: To check whether the pupils are aware of the components of the main theme “school”, the teacher prepares an activity using the Web 2.0 program with images/pictures of components of “school life”. She/He prepares three boxes on one side of the screen and mixed images/pictures for target vocabulary related to the “school life” on the other side. She/He asks the pupils to look at the mixed pile of images/pictures on the Smart Board screen and scan them for a while to remember them (**CS2.4**). She/He asks the pupils to drag the objects about the components of the theme into the correct box on the screen. The boxes have the words for each component represented on them with symbolic pictures. The pupils are given the cut-out pictures and a large sheet of paper with the pictures of empty boxes. The teacher asks them to work in pairs and put the cut-out pictures in the right box and ask each other several display questions (**CS2.5**). When the pupils have finished working with the cut-outs and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures as the components of the theme “school” to the correct empty boxes on the screen (**SELS1.2, CS2.5**). In this way, images/pictures that are relevant to the concept of the theme “school life” are consolidated through categorisation. The same activity can be done with real pictures on the white/blackboard if there is a problem with technology. To practise the meanings of the target words about the school, the teacher places several pictures for them in the different parts of the classroom. She/He then puts some flashcards with the target vocabulary for “school life” on the blackboard/whiteboard. She/He takes a flashcard at random and shows it to the pupils. Pupils, working in pairs, look at the flashcard, decide which picture on the classroom walls is relevant, they go to the picture together, pin the flashcard to the noticeboard and say the word together first in pairs, and then as a whole class (**SELS2.1, SELS2.2, V3.4, V7.1, LS1, LS2, LS4, CS2.5**). To consolidate the meanings of the new vocabulary items for the concept of “school”, the teacher could organise several activities in pairs and groups with pictures and flashcards such as Bingo, Pelmanism, King’s game, Odd One out, etc. (**SELS2.2**). These activities are closed and controlled so that pupils can practise the current (new) vocabulary about the current context in the beginning but later they work with simple and easy open-ended and communicative activities (**D2.5, SELS3.1, V4.2, V7.2, LS5**). This is evaluated as described in items (1), (2), (3), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the pupils to copy the words in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and

check each other's spelling using the words written on the model school on the blackboard/Smart Board **(SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS1, LS4)**. This is evaluated as described in items (3) and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.3.1.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the pupils' attention to the target language chunks of the theme, the introductory digital story is played so that the pupils can notice the target language chunks about the theme "school life with (extended) greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" **(D3.2, V4.2, V14.1 14.3, V15.5, V18.2, V19.1, V19.2, LS5, CS2.2)**. While the pupils watch the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the pupils to do the same **(CS2.14)**. She/He could hold up large pictures and ask the pupils questions about the pictures with the target chunks expecting the pupils to ask and answer by using the target chunks. To check the pupils' identification of the target language chunks, the teacher shows some picture strips that she/he has prepared for this activity, using some Web 2.0 programmes, after the pupils have watched the introductory digital story and imitated the actions and said the target language chunks. She/He asks the pupils to listen to her/him saying a target language chunk and then to look at the screen and say "Stop!" when they see a scene in the picture strips with the target chunk that the teacher has just said **(SELS3.1, CS2.7)**. The teacher stops if the pupils are correct, but not if they are not **(V3.3, V4.1, V7.1, LS1, LS2, LS4)**.

ENG.3.1.G2.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate pupils' practice with the target language chunks, the teacher prepares necessary number of headings on the screen with symbols for the components of the theme "school life with (extended) greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations", and writes the appropriate language chunks to be used with each of the groups. She/He also provides the vocabulary items on the Smart Board screen. The teacher wants the pupils to think for a while and talk with their peers about which target words can be used in which language chunk group **(SELS2.2, V3.1, V4.2, V10.3, V14.1 14.3, V15.5, V18.2, V19.1, V19.2, LS1, LS4, LS5, CS2.4)**. Then the pupils go to the board and move the words under the correct heading and say the complete sentence with the target words and the chunks. They are then asked to say a sentence with the target chunk aloud as a class. Each sentence is repeated after each pair. Their learning can be checked as described in items (5), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. The same game can be played with pictures on the blackboard if there are technological/technical problems **(D2.5)**. To organise the pupils' further practice to consolidate the target language chunks, the teacher could create some action sequences in context by repeating, saying, and acting out with different activity bundles where their learning can be checked as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(CS2.13)**. There is no analysis or teaching of grammatical structures at this stage. Pupils can automatically, spontaneously, and naturally select and use the target language chunks in the current context **(SELS3.1, V3.4, V4.2, V7.1, V14.1 14.3, V15.5, LS5, CS2.3, CS2.4, CS2.16.2)**. For consolidation of the target language chunks, the teacher can facilitate more fun activities and games so that the pupils can practise and consolidate them **(V4.4, V7.2)**.

ENG.3.1.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Writing activities help pupils produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "school life with (extended) greetings and introductions at school, people and places at school,

months of the year, ages and birthday celebrations; national days and celebrations” as in other themes. Writing activities are arranged according to age and level so they are quite limited and are gradually expanded (**V3.2, V3.4, V4.2, V14.1 14.3, V15.5, V18.2, V19.1, V19.2, LS1, LS4, LS5**).

ENG.3.1.W2.

COPYING FROM THE MODEL: Initially, pupils produce very limited and short pieces of writing, such as words and word groups to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening/watching and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat, answering simple questions with a limited number of words, or simply explaining in context what they hear and see and what they are asked to do. They are provided a written model/example to copy. By copying a simple written model, they get used to seeing and using the target words, language chunks, punctuation, spelling and so on in written language (**D3.1, SELS3.1, V3.4, LS1, CS2.4, CS2.16.3**). To further practise guided and copied writing, the teacher gives all the pupils some paper/cardboard to make a model in groups (**SELS2.1, SELS2.2**) (of two, three, four etc.) and to write the names of the vocabulary items “school life with (extended) greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” next to their drawings on the model related to school life. The teacher asks them to look at the Smart Board screen with the model related to school life that she/he has made earlier so that the pupils can easily copy the target words for the items as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.2, V4.4, V7.3, V14.1 14.3, V15.5, V18.2, V19.1, V19.2, LS4, LS5**).

ENG.3.1.W3.

CREATING CONTENT BASED ON THE MODEL: For practising more with the written forms of the target words, language chunks, and the social language for the theme, new contexts are created in the form of a new animated short story or a dialogue for the pupils to practise further by seeing/hearing/reading/writing (copying) the target words and language chunks about the concept of “school life” in fun, enjoyable, varied, and versatile activities. This new content is contextual, simple, practical, and appropriate to the pupils’ age and language level (**D1.2, D1.6, SELS3.2, V3.4, V4.2, V4.4, LS1, LS4, CS2.20**).

ENG.3.1.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Pupils are encouraged to produce a variety of written products such as clauses, sentences, acronyms, messages, posters, e-mails, poems, songs and so on to express their ideas, thoughts, and feelings (**D2.5, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the pupils’ age, interests, and language level (**V3.4, V7.2, LS1, LS4**).

ENG.3.1.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Pupils interact and communicate with peers and/or other people inside or outside school by using the written language including the target words, language chunks, and the social language for the theme “school life with (extended) greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations” from simple to more expanded versions in their writing (**SELS2.2, SELS2.3, V4.2, V14.1 14.3, V15.1, V15.5, V18.2, V19.1, V19.2, LS1, LS4, LS5, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce simple digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3, V3.4, V7.2, V11.1, LS2, CS2.20**). These activities can be evaluated as described in items (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.3.1.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing expression process and asks them to express their thoughts, ideas, and feelings about the process in simple ways, for instance by using emoticons, symbols, drawings, charts etc. **(D1.5, SELS1.3, V4.2, LS1, CS2.15)**. Pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs **(D2.4, D3.5, V12.1, V15.1, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3, LS4)**.

ENG.3.1.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance pupils' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures, and the social language expressions of the theme about "school life with (extended) greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" **(V3.2, V4.2, V14.1 14.3, V15.5, V18.2, V19.1, V19.2, LS1, LS4, LS5)**.

ENG.3.1.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, pupils recognise the language with the target language items through the models **(CS2.6)**. They practise the language in a controlled way, by telling, repeating, and imitating what they hear and see in the context **(D1.3, D3.2, SELS3, V3.4, LS1, LS4, CS2.4)**. The spoken content of the model becomes a path for them to follow.

ENG.3.1.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new and simple photo/picture strip/pantomime/video stories, dialogues, etc. as new opportunities for the pupils to talk about them for practising further through questions, explanations, inferences etc. **(D1.3, SELS3.2, V3.4, V7.1, LS1, LS4, CS2.13)**.

ENG.3.1.S4.

CONSTRUCTING SPOKEN MATERIALS: Pupils are encouraged to produce several spoken products related to the extended contexts such as simple dialogues, short texts etc. To interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "school life with (extended) greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" **(SELS2.2, SELS3.2, V4.2, V11.1, V14.1 14.3, V15.5, V18.2, V19.1, V19.2, LS1, LS4, LS5, CS2.20)**. AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings for developing their oral skills **(D1.2, D1.6, D3.3, SELS3.2, SELS3.3, V3.4, V7.2, LS2, CS2.20)**.

ENG.3.1.S5.**RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING:**

Pupils communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20)**. Picture strip stories can be used at the end of each theme to provide a consolidation

and revision. These new contents created are contextual, practical, authentic, real, and appropriate to the pupils' age, interests, and language level. Storification, drama, and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme (**V3.4, V15.1, LS1**). Pupils are encouraged to produce several spoken products related to the extended contexts such as dialogues, show and tell activities, acting out activities to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "school life" and its components such as "(extended) greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations" (**SELS2.2, SELS3.2, V4.2, V7.2, V14.1 14.3, V15.5, V18.2, V19.1, V19.2, LS4, LS5, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.2, SELS3.3, V11.1, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG.3.1.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V4.2**). Some volunteer pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**SELS1.2, SELS2.2, V12.1, V20.4, LS1, LS4, CS2.15**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V10.3**).

TEACHER REFLECTION: She/He can keep a class journal in which she/he makes notes about what worked or didn't work in teaching the theme and pupils' learning and the potential reasons for this to find solutions. She/He can ask a colleague to observe her/his lessons and give feedback on the lessons (peer observation). She/He can also discuss the whole teaching process with her colleagues to specify the challenges faced throughout the whole current theme.

DIFFERENTIATION

Expansion

Objective: To talk about the roles at school and places at school in English by using target vocabulary items through interactive activities.

Activity 1: Pantomime

The teacher hangs pictures of places at school on the whiteboard and asks the whole class to repeat the words. The teacher splits the class into two teams (Team A and Team B). A pupil from Team A draws a role card without showing it to others.

The pupil pantomimes the role (e.g., pretending to read a book for "a librarian" or sweeping the floor for "a cleaner"). Team B, guessing the role, says the correct place and matches the places at school on the board with the role cards by hanging them on the board. When matching is over, pupils can say both the name of the place and the name of the roles at school. The teacher supports the correct pronunciation of target words. They repeat every word in a sentence as the whole class. Teams switch roles, repeating the steps until all pupils have participated or all cards have been used. The teacher provides positive feedback to encourage them. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Supporting

Objective: To talk about the roles and places at school in English by using target vocabulary items through interactive activities.

Activity 2: Pantomime

The teacher hangs pictures of places at school on the whiteboard and asks the whole class to repeat the words. The teacher splits the class into two teams (Team A and Team B). A pupil from Team A draws a role card without showing it to others.

The pupil pantomimes the role (e.g., pretending to read a book for “a librarian” or sweeping the floor for “a cleaner”). Team B matches the school places on the board with the role cards by hanging them on the board. They repeat every word (or in a sentence) as the whole class. Teams switch roles, repeating the steps until all pupils have participated or all cards have been used. The teacher provides positive feedback to encourage them. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 2: CLASSROOM LIFE

Sub-theme: Classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year

This theme is centred on the concept of “classroom life” and covers the sub-themes of “classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 10

FIELD SKILLS AND SUPPORTIVE SKILLS	FLFS1. Listening/Watching-Comprehension
	FLFS2. Reading-Comprehension
	FLFS3. Speaking-Expression
	FLFS4. Writing-Expression
	FLSS1. Grammmaring: Selection and Use
	FLSS2. Vocabulary: Selection and Use
	FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

DISPOSITIONS	D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values	V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V14. Respect, V15. Love and Affection, V18. Cleanliness, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Life Study/ Science of Life, Visual Arts, Music, Physical Education and Games

INTERSKILLS CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 3 is structured based on holistic approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.3.2.L1. Pupils can get ready for the listening/watching-comprehension process for the current content on “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year”.

- a) *Pupils activate their pre-existing knowledge and experiences related to the current theme and content, by recalling it in her/his own language in their minds.*
- b) *Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content, by responding to simple questions with physical actions without speaking Turkish or without having a translation.*
- c) *Pupils make simple predictions about the current content, by using pre-existing knowledge and experience based on the realia, pictures and context.*

ENG.3.2.L2. Pupils can bring information about the current content on “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” together with key details and main components while listening/watching it.

- a) *Pupils make simple predictions about the current content based on the surrounding audio/visual elements scattered around the classroom in relation to the current theme.*
- b) *Pupils comprehend the topic of the current content by listening (to)/watching it as a whole without having intervals.*
- c) *Pupils recognise concrete/simple/basic details and components within the whole introductory content by watching and listening to it by noticing the basic components.*

ENG.3.2.L3. Pupils can make meaning of/derive meaning from the current content on “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” through details by listening/watching it carefully.

- a) *Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept.*
- b) *Pupils locate the components of the current content within the whole by listening and watching it.*
- c) *Pupils make simple and basic classifications of the current content when necessary by grouping components, words, and other aspects with the help of visuals.*
- d) *Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components, words, and other aspects with the help of visuals.*
- e) *Pupils recognise very concrete/simple/basic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components.*
- f) *Pupils internalise the current content personally in an age- and level-appropriate manner, recognising that it is about her/his present life at school.*

ENG.3.2.L4. Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” in a very simple way.

- a) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content in a very simple way.*
- b) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content by sharing them with others in a very simple way.*

ENG.3.2.P1. Pupils can select and use the target phonological elements of the current content about “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others.

- a) *Pupils listen to/watch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Pupils recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Pupils use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG.3.2.R1. Pupils can get ready for the reading-comprehension process about the current content on “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year”.

- a) *Pupils activate their pre-existing knowledge and past experiences related to the current theme and content.*
- b) *Pupils recognise simple and basic relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Pupils make simple preliminary predictions about the current content based on recognised relationships.*

ENG.3.2.R2. Pupils can bring information about the current content on “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it.*
- b) *Pupils grasp the topic of the current content generally by looking at the surrounding audio/visual materials quickly through skimming.*
- c) *Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning.*

ENG.3.2.R3. Pupils can make meaning of/derive meaning from the current content about “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” by reading it carefully.

- a) *Pupils check the current content in detail for the accuracy of initial predictions that are made earlier.*
- b) *Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- c) *Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- d) *Pupils recognise basic horizontal/vertical relationships within the current content that contribute to the perception of it in a simple and meaningful way.*
- e) *Pupils make simple, basic, and meaningful inferences from the information in the current content by examining it.*

- f) *Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level.*

ENG.3.2.R4. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply.*

ENG.3.2.V1. Pupils can select and use the target vocabulary of the current content about “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils hear/view target vocabulary in the current content as a whole in context.*
- b) *Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearing/watching the target material and source, together with pointing to the pictures displayed in class.*
- c) *Pupils recognise the use of the target words in the target material and source, by listening/watching it several times and seeing how and where the target words are used to describe the current concept.*
- d) *Pupils associate the contextual meanings of target words reinforced and recognised through whole class, group and individual repetition, with pre-existing conceptual meanings in mind.*
- e) *Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class, group and individual repetition.*
- f) *Pupils make use of the semantically related target vocabulary in a spontaneous, authentic and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge (in Turkish in his/her mind).*
- g) *Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends, family and other people outside the school by being aware of their differences.*

ENG.3.2.G1. Pupils can select and use the language including target grammatical elements of the current content about “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils become familiar with the current content by listening, viewing, and reading it several times.*
- b) *Pupils reinforce familiarity with the target content by listening to/watching it several more times if necessary, through the recognition of actions involved in it.*
- c) *Pupils listen to/watch an audio/visual/written presentation of current content with target language chunks representing target language use, narrated through body language and verbal repetition.*
- d) *Pupils gain auditory/visual awareness by listening/watching/reading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition.*

- e) *Pupils repeat target language chunks many times in the current auditory/visual/written context many times, without knowing, analysing, or thinking about their rules, verbally, automatically and by pointing.*
- f) *Pupils repeat the auditory/visual/written content containing target language chunks many times automatically, naturally, and verbally within short, simple, and meaningful sentences without knowing, analysing, or thinking about their rules.*
- g) *Pupils act out physically the language chunks in the heard/viewed/seen content without knowing, analysing, or thinking about their rules.*
- h) *Pupils repeat the language chunks in the auditory/visual/written content automatically and act them out simultaneously and physically without knowing, analysing, or thinking about their rules.*
- i) *Pupils automatically select and use similar target language chunks related to the current content heard/seen/read in oral communication without knowing, analysing, or thinking about their rules.*

ENG.3.2.W1. Pupils can get ready for the writing-expression process about the current content on “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” in an age- and level-appropriate way.

- a) *Pupils activate their pre-existing knowledge and experiences used in the initial processes of listening/viewing (and/or reading) and associate it with the current content in a simple way.*
- b) *Pupils understand correctly what the current writing task is as guided and assigned.*

ENG.3.2.W2. Pupils can copy the model/example on the writing task about the current content on “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” based on the model/example provided to practise for further writing activities.

- a) *Pupils rewrite model/example content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills.*

ENG.3.2.W3. Pupils can organise and form a content for the assigned writing task on the current content “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” based on the model/example provided.

- a) *Pupils organise a very simple, short, and meaningful content for a prepared and/or unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type, age, and language level.*

ENG.3.2.W4. Pupils can practise writing by constructing content for the assigned writing task on the current content “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year”.

- a) *Pupils use materials, structural features, discourse forms, and punctuation appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task.*
- b) *Pupils select and use target words, language chunks, and social language expressions appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task related to the theme.*
- c) *Pupils express simple messages clearly for a prepared and/or unprepared writing task related to the current theme.*

ENG.3.2.W5. Pupils can reorganise and use information by reconstructing it in the new written tasks about the “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” to communicate with other people.

- a) *Pupils use similar information from the current content in different contexts by simply, meaningfully and individually reorganising it.*

- b) *Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others.*

ENG.3.2.W6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply.*

ENG.3.2.S1. Pupils can get ready for speaking-expression process about the current content on “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” with the help of supplementary audio-visual materials.

- a) *Pupils become familiar with model/example content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listening/watching/reading and associating it with the current content.*

ENG.3.2.S2. Pupils can imitate the model/example for producing verbal content about the current theme on “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year”.

- a) *Pupils become familiar with the model/sample content through repetition and imitation in context while and after listening (to)/watching it with the help of audio-visual aids.*

ENG.3.2.S3. Pupils can organise simple new verbal content on “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” by speaking accurately, efficiently, and authentically.

- a) *Pupils design simple new verbal content by imitating model/sample content for prepared and/or unprepared speaking situations based on the model/sample that was listened (to)/watched earlier.*
- b) *Pupils organise simple new verbal content by imitating model/sample content for prepared/unprepared speaking situations, appropriate to the model/sample, context, age, and language level.*

ENG.3.2.S4. Pupils can form a simple new verbal content on “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” through reconstruction by speaking accurately, efficiently, and authentically.

- a) *Pupils select and use accurate pronunciation, discourse forms, target words and language chunks for prepared and/or unprepared speaking situations, by imitating model/example content, appropriate to age and language level.*
- b) *Pupils select simple and contextually appropriate content/information quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the model/sample, age, language level, and context (question-answer, pointing and saying, selecting and saying, etc.) within the given (thinking) time.*
- c) *Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way (short monologues, dialogues, show and tell, pantomime drama, etc.).*
- d) *Pupils express messages in a concrete, simple and clear way for the listener in prepared and/or unprepared speaking situations together with mimics, gestures, and body language.*

ENG.3.2.S5. Pupils can reorganise and use information about the current theme on “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” by reconstructing it to communicate with other people.

- a) Pupils use the presented information in different contexts in a simple, natural, accurate and necessary way by reorganising it individually and verbally.*
- b) Pupils engage in verbal communication by sharing the reconstructed meaningful information with others.*

ENG.3.2.S6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “classroom life with classroom instructions and language; classroom furniture, objects, and devices, school subjects, seasons of the year” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process in a very simple way.*
- b) Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way.*

CONTENT FRAME

CLASSROOM LIFE

Sub-themes: Classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year

Target Vocabulary in Use (with revisional vocabulary):

Classroom instructions and classroom language (Not to teach as target language chunks with structural rules but to be used constantly by the teacher as meta-language)

Open/ Close your book, please!

Open page....in your books, please!

Take your seat, please!

Say it again, please!

Listen and repeat, please!

Repeat after me, please!

Watch the video, please!

May/Can I come in?

Colour it, please!

Circle it, please!

Work in pairs, please!

Match the words, please!

Try again, please!

Answer the question, please!

Speak louder, please!

Spell the word, please!

Classroom language:

Let's start the lesson!

That's correct!

Have you finished?

Last five minutes!

Nice/great job!

Thank you!

You're welcome!

Time's over!

It's on time!

Perfect!

Look outside!

Turn on the lights!

Answer the question!

Try again!

Classroom furniture: A teacher's desk, a student's desk, a bookshelf, a teacher's chair, a locker, a basket

Classroom features: lights.

Classroom objects: A pen, a ruler, a coursebook, a workbook, an exercise book (notebook-AmE.), a map, a school bag, a paintbrush, a bin (trash can-AmE.), a white-blackboard, a duster, a flashcard, a card.

Classroom devices: A keyboard, a mouse, a microphone.

School subjects: A lesson (class-AmE.), Life Study, Maths, Turkish, English, Music, Sports, PE.

Nouns: A word, a letter, a point, a winner, a prize

Colours: Dark, light: (red, white, black, pink, grey, blue, purple, yellow, brown, green)

Weather: Sunny, (it's) raining (rainy-AmE.), (it's) snowing (snowy-AmE.), warm, windy.

Cardinal Numbers: 20-50

The alphabet (song)

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

***Local Cultural, Social and Moral Considerations of the Theme**

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Language Chunks in Use:

-Language Chunks "To be" (present): (+), (-), (?):

What time is it? It's five o'clock.

What lesson is it now? It's/is Maths.

How's/is the weather today/now? It's/is raining today .(It's rainy (AmE.) today).

Function: Telling what things are, what colour things are, existence of lessons, number of things and people, what people are wearing, how the weather is.

-Countable nouns: a ruler- rulers

What are they? They are rulers.

Function: Describing countable nouns builds understanding of singular and plural forms.

-There is/there are: (only for countable nouns)

Is there a Maths lesson on Monday?

(Yes, there's/is a Maths lesson on Monday). Yes, there is.

Function: Expressing the existence of things and people.

-How many rulers are there on the table?

There are two rulers on the table. There are two rulers. Two rulers.

Function: Counting and describing quantities.

-Have got/has got: (+)(?)(only with countable nouns and with numbers)

How many pencils have you got? I've/have got two pencils.

Function: Describing possession of objects.

-Possessive adjectives: my, his, her, its, our, your, their

Function: Describing ownership by modifying a noun to show ownership

-Question words: what time, how many

Function: Asking time and quantity.

-Time expressions: today, now

Function: Describing the present.

Target Social Language in Use:

You look great!

What nice weather!

It's freezing!

Everything is all right!

That's right!

Target Phonological Sounds in Use:

Consonants: c, d,

Consonants: c: (/si/, /k/); d: (/d/)

*No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The concept of “classroom life” is present in almost all languages because it is one of the most basic parts of human beings’ lives and all children in different parts of the world go to different types of schools. People who start to learn a new language bring with them their previous/pre-existing knowledge and transfer it to their new language learning. So, a primary school pupil in year 3 will know what “a classroom and classroom life” mean as a concept but will not know its equivalents in another language if it has not been covered in their existing foreign language curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn it more easily in a foreign language, English in this case.

Principles

Classroom is presented as a place where classroom instructions, furniture, objects, and devices function as important components.

Classroom is an important context where initial social interactions, such as understanding classroom language and exploring school subjects, are naturally and authentically practiced in EFL.

Key Concepts:

Instructions, language, objects, devices, furniture, classroom, classroom instructions, classroom language, classroom objects, classroom devices, classroom furniture, school, school subjects, seasons, year, seasons of the year.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Pupils will design a Picture Dictionary titled “Classroom Life”, including vocabulary related to classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year”. They will organise the dictionary into sections, such as instructions (“Open your books”), furniture (“a teacher’s desk”), objects (“a pen”), devices (“a keyboard”), school subjects (“English, Maths”), and seasons (“winter, spring”). Each word will be paired with a drawing or printed picture and labelled correctly. Pupils will copy simple example sentences for each word, such as “There is a pen on the desk.” They are encouraged to design their dictionaries creatively with colours and decorations. Finally, pupils will present 5-7 selected words and sentences to the class. The class will rate the presentations through the rating scales or checklists given by the teacher.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the pupils’ knowledge of the “classroom life” with its components such as “classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year” in their own language. As the pupils are 8-year-old primary school children, they can know what classroom life, classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year mean in their own language and to be able to express them in their own language. However, they would not know them in a foreign language, in this case English, if they were not covered in their existing school curriculum. This knowledge in their own language would prepare them to identify the same concepts in their foreign language, English, without speaking any Turkish. It is assumed that they have learnt how to ask what things are and how to introduce them using language chunks such as “What’s/is it? It’s/is a chair. What colour is it? It’s/is blue. What colour is the chair? The chair is blue. It’s blue.” in English from the previous themes and/or year. These chunks can be used as a basis for learning the new language chunks in the current theme making the new chunks easier to learn. This can be an activity such as a short game, a physical activity, listening to a song/chant/rhyme and so on which will not require any English knowledge and also there will not be a need to speak Turkish.

Pre-Evaluation Process

It is expected that pupils' physical, cognitive, affective, and social factors are appropriate and suitable for learning about "classroom life" as a concept in English. Some previous themes from previous years would be helpful as a basis for moving on and learning the current content on the concept of "classroom life, classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year". Therefore, a dialogue game can be played to revise "classroom life, classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year" they learnt before. Some language chunks such as "What's/is it? It's/is a chair. What colour is it? It's/is blue. What colour is the chair? The chair is blue. It's blue." are also revised by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use previously learnt vocabulary and language chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics and/or checklists.)

Establishing Links

Pupils are asked to recall the current (theme) concept of "classroom life" and its components such as "classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year", by remembering their previous/pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without translating anything until they start learning the target words in the current concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept various visual materials such as a short digital cartoon, a picture, a poster can be prepared and shown (it can be a paper picture format if there are technological problems) before the main teaching/learning flow of the lesson begins. The pupils are facilitated through the materials they have learnt the concept of it in the previous years with various activities. Then they are asked in simple English what was it about. They get help from the teacher to be able remember and say. For example the teacher could show the pictures with the words next to them so that pupils can remember some vocabulary and language chunks from the previous years. The teacher asks them to wait until they see the next visual, which is the main entry material of the theme, the introductory digital story, without asking any further questions.

One of the example practices could be to point correctly to a picture of the current concept in it when they are given instructions by the teacher in simple English. Pupils give responses by pointing out relevant so-called pictures without speaking any Turkish but only in very simple English or with mimics and gestures.

In this way, connections are made between pre-existing knowledge about the current theme (in their minds) in their own language and the present information about the concept through meaningful contextualised activities with visuals within the theme.

Learning-Teaching Practices

WARM UP TO THE WHOLE THEME FOR WELL-BEING

Before starting to work on the theme, to prepare the pupils emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the pupils feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as playing a short game, doing a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, saying a tongue twister, etc. that has no relation or connection to the current theme and does not require any knowledge of English. This is done only for fun and relaxation. **(D2.5, SELS2.1, V12.1, LS2, LS4).**

INTEGRATION OF LANGUAGE SKILLS IN THE THEME:

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around a central topic and sub-themes, allowing pupils to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are

combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where pupils engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.3.2.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: After having an activity about the current theme during the background recall session, pupils can have a vision of “classroom life” in their minds, so a further concept check would help them prepare for the current theme (**D3.2, SELS1.1, V3.2, LS1, CS2.11, CS2.16.2**). For instance, the teacher could bring into the classroom and show a card model of a school and sets of pictures about the components of it. The teacher then asks the pupils to point to the pictures in or on the model. She/He asks what they think the topic of the main context of the theme, the introductory digital story, that they are going to watch is about (**V3.3, LS2, LS4, CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme. It is both an entry material and the main context to the whole theme at the same time. (A 3-D model of classroom life can also be created using Web 2.0 programmes.) They can guess the sub-concepts of classroom life, so they can easily understand that the current theme will be “classroom life” (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.4, V5.3, V14.1, V18.2, LS1, LS2, LS4, CS2.10, CS2.17**).

ENG.3.2.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: To have access to the current theme, the teacher asks the pupils to watch the introductory digital story carefully recalling the pictures shown earlier (**CS2.11**). The introductory digital story is watched to identify the target theme “classroom life with (extended) classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year” as a whole, without stopping the video at any point, so that the pupils can understand the theme/topic holistically (**D3.2, SELS1.1, V3.3, V5.3, V14.1, V18.2, LS1, LS2, LS4, LS5, CS2.14, CS2.16.2**).

ENG.3.2.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw the pupils’ attention to the content about classroom life and its relevant components, some pictures are brought into the classroom by the teacher. The teacher brings a necessary number of large boxes for the pictures (some symbols are stuck on the boxes for classroom life with (extended) classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year) and puts the boxes on the table. She/He puts the corresponding picture into the related box when the corresponding vocabulary is mentioned in the introductory digital story without stopping the video while the pupils watch the story (**V3.3, V5.3, V14.1, V18.2, LS1, LS5**). When they have watched the whole story, the teacher shows the items in the boxes on the table and asks some simple display questions about it. In this way, the teacher could carry out a monologue and also engage in a dialogue with the whole class to check that they have recognised the theme as a whole through its components, which can be used to check their learning as described in item (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, SELS2.1, V4.2, V6.1, LS2, LS4, CS2.8**). After watching the introductory digital story, the teacher takes all the pictures out of the boxes and puts them back on the table again and says the word “classroom life” several times aloud, and the pupils repeat after her/him. In this way, the main vocabulary of the theme “classroom life” is introduced to the pupils in English. To remember the sequence of the scenes with the parts, places, and people in the “classroom life” in the introductory digital story, the teacher shows the mixed images/pictures of the scenes on the

Smart Board and asks the pupils to look at the images/ pictures of these scenes for a while **(CS2.3)**. She/ He then asks them to order the scenes in pairs with the mixed paper pictures she has already given to the pupils **(SELS2.2, V3.4, V4.2, LS1, LS2)**. When the pairs have finished sorting the pictures for scenes of the story, the teacher asks the pupils to take turns or volunteer to order the scenes on the screen of the Smart Board (or the pictures on the blackboard **(SELS1.2, V4.1, V14.1, V20.4, LS4, CS2.6, CS2.10)**). This will help the teacher organise the story as a whole so that the pupils can identify the main theme and the components of the theme through their memories **(D1.2, D1.6, D2.3, CS2.12)**.

ENG.3.2.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V7.2)**. Some volunteer pupils express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, V20.4, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG.3.2.P1.

RECOGNITION OF TARGET PRONUNCIATION: To recognise the pronunciation of the new target words, language chunks, and social language expressions about the theme “classroom life with (extended) classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year”, the teacher puts on the table the pictures and boxes that she/he has previously used. She/He holds up each picture and asks the pupils to repeat each word aloud a few times as a whole class after listening to the recordings she/he has prepared beforehand using some Web 2.0 programmes. She/He puts the picture in the correct box about the group corresponding to the word while repeating the words with the whole class **(V3.4, V5.3, V14.1, V18.2, LS1, LS4, LS5, CS2.16.3)**. The teacher could offer variations with some techniques, such as showing the picture of the target words about classroom life to the pupils to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both. To help the pupils pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers, using the shadow technique, in which pupils immediately repeat whatever the teacher is saying or the story, without pausing **(D1.3, SELS1.2, SELS2.1, V3.4, V7.1, LS2, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be extended with different forms of TPR activities, e.g. first the teacher says the target words for the classroom life and its components, the pupils listen; then the teacher says the target words and acts them out, the pupils repeat after her/him **(SELS2.1, CS2.6)**. Then the teacher and the pupils say the target words and act them out together at the same time. Then the pupils say the words, and the teacher acts them out **(V3.4, V4.2, V15.1, LS4)**. These “classroom life”-related actions can be done through the actions which can be done in the school, but they are only used for acting without teaching them as verbs in English. For instance, they can pretend to do things according to the topic. As a variation, they can also repeat the words after the teacher happily, sadly, angrily etc. using different tones of voice through TPR techniques **(SELS2.3, V11.1, V12.2, LS5, CS2.9)**. Then some groups of pupils say the words, some groups of pupils act them out. While doing the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom. Some action sequences are also created through which the pupils can practise the social language expressions of the theme in a fun way by repeating, pointing, and miming in several games. Several fun pronunciation games could be played where pupils whisper a target word into the ears of their peers forming a chain and the last person says it aloud and the class checks if the word is pronounced correctly or not **(D2.5, SELS2.1, SELS2.2, V4.3, V4.4, V6.2, LS6, CS2.12)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.3.2.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading activities throughout the theme when and where necessary with precise techniques and the necessary amount. Reading is quite limited for this age group and it is done in two ways in the theme, by using a short extract from the written version of the introductory digital story and/or additional short reading texts in reading sections of the teaching materials to be used. The texts are very short, precise, and simple, as they are limited reading texts. Various reading styles including reading aloud, chorus reading, silent reading, and speed reading are used as main styles. Basic reading techniques such as skimming, scanning, and reading for detail are used in very simplified ways. Pre-reading, while-reading and post-reading phases are used in a simplified and age-appropriate way in the theme. The ultimate aim of reading practice is to increase comprehension, improve fluency, develop pre-critical thinking skills, support the ability to comprehend and help talk/write about the content in a meaningful and communicative way. In this way pupils' language and communicative competence improve gradually (**V3.2, LS1, LS4, CS2.3, CS2.6, CS3.3**). For the initial stage of reading, the teacher asks the pupils to look at quickly the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme on "classroom life with (extended) classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year" (**V3.3, V5.3, V14.1, V18.2, LS2, LS4, LS5, CS2.8**). At this stage, the teacher could ask the pupils to read the title/heading of the content and ask the pupils which words they already know, and which come to mind in connection with the title by showing them a list of words and corresponding pictures to choose the ones they know (**SELS1.1, V3.4, LS1, CS2.16.2**). She/He reminds them not to ask for the meanings of new words or the words they do not know. She/He reminds them that this is only a recalling activity to check the words they know and that there will be time to work on the new words of the new theme later (**D3.2, D3.6, V12.1, CS2.10, CS2.12**).

ENG.3.2.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: To see the written forms of the target words and to do some simple reading, the teacher asks the pupils to look at the Smart Board where she/he shows a 3-D house model of "classroom life" (that she/he has used earlier). Next to each item, the written form of the word is provided on the model. The teacher asks the pupils to read the words first silently. The teacher then points to a word at random and asks the pupils to read it out loud as a whole class. Then she/he invites volunteers to come to the board and they point to different words and the rest of the class read them aloud as a chorus (**D2.3, SELS1, V3.4, V4.2, V20.4, LS1, LS2, LS4, CS2.12**).

ENG.3.2.R3.

MAKING MEANING THROUGH READING: The teacher then shows (a short extract from) the written version of the introductory digital story (or another text about the theme) on the blackboard/Smart Board. She/ He asks the pupils to read after her/him using the shadow reading technique as a whole class. She/He could also try different versions such as pyramid reading or radio reading techniques (reading silently for a while and then aloud, then silently, and so on) which are the combinations of silent and aloud reading using rhythms as prompts (**V3.4, V7.2**). After reading the words/word groups/clauses in the content, pupils proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1, V3.3, LS1, LS4, CS2.14**). From display to communicative open-ended, various types of questions are used to understand the meaning of the short and simple texts about "classroom life with (extended) classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year" (**SELS3.1, SELS3.2, V5.3, V14.1, V18.2, LS5**). During this process pupils work collaboratively to exchange

information, thoughts, and feelings (**SELS2.2, V4.2, CS2.6**). This is evaluated as described in items (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.3.2.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY:

The teacher asks pupils to think about the reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer pupils express what they think and feel about them (**V20.4, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V12.2, LS1**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.4, V10.3**).

ENG.3.2.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, pupils remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions (**SELS1.1, V3.2, LS1, LS2, LS4**). As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme.

ENG.3.2.V2.

RECOGNITION OF THE TARGET VOCABULARY: To introduce the meaning of the vocabulary related to the theme “classroom life with (extended) classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year”, the teacher asks the pupils to watch the introductory digital story again. A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help pupils to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some pictures for the vocabulary about the main components of the theme that take place in the story/text (**V3.3, V3.4, V5.3, V14.1, V18.2, LS5**). Pupils circle or tick the ones that they have heard, seen and scanned (quickly read) in the story/text. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, CS2.4, CS2.6, CS2.7**). Then, from the beginning, whenever an item related to “classroom life” is mentioned, the teacher stops the video and asks a question in the form of two options by showing their pictures (**CS2.16.1, CS2.6**). By guessing what they are based on the pictures, the scene, and the sound, pupils hear the English equivalents of the words for the classroom life with (extended) classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year, and they answer as a whole class. In this way, they are introduced to the meaning of the target words (**D1.1, V5.3, V18.2, LS5, CS2.10**). This is done in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (3) and (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.2, V14.1, LS1, LS2, LS4**).

ENG.3.2.V3.

SELECTION AND USE OF TARGET VOCABULARY: To check whether the pupils are aware of the components of the main theme “classroom life”, the teacher prepares an activity using the Web 2.0 program with images/pictures of components of “classroom life”. She/He prepares three boxes on one side of the screen and mixed images/pictures for target vocabulary related to the “classroom life” on the other side. She/He asks the pupils to look at the mixed pile of images/pictures on the Smart Board screen and scan them for a while to remember them (**CS2.4**). She/He asks the pupils to drag the objects about the components of the theme into the correct box on the screen. The boxes have the words for each component represented on them with symbolic pictures. The pupils are given the cut-out pictures and a large sheet of paper with the pictures of empty boxes. The teacher asks them to work in pairs and put the cut-out pictures in the right box and ask

each other several display questions (**CS2.5**). When the pupils have finished working with the cut-outs and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures as the components of the theme “classroom life” to the correct empty boxes on the screen (**SELS1.2, CS2.5**). In this way, images/pictures that are relevant to the concept of the theme “classroom life” are consolidated through categorisation. The same activity can be done with real pictures on the white/blackboard if there is a problem with technology. To practise the meanings of the target words about the school, the teacher places several pictures for them in the different parts of the classroom. She/He then puts some flashcards with the target vocabulary for “classroom life” on the blackboard/whiteboard. She/He takes a flashcard at random and shows it to the pupils. Pupils, working in pairs, look at the flashcard, decide which picture on the classroom walls is relevant, they go to the picture together, pin the flashcard to the noticeboard and say the word together first in pairs, and then as a whole class (**SELS2.1, SELS2.2, V3.4, V7.1, LS1, LS2, LS4, CS2.5**). To consolidate the meanings of the new vocabulary items for the concept of “classroom life”, the teacher could organise several activities in pairs and groups with pictures and flashcards such as Bingo, Pelmanism, King’s game, Odd One out, etc. (**SELS2.2**). These activities are closed and controlled so that pupils can practise the current (new) vocabulary about the current context in the beginning but later they work with simple and easy open-ended and communicative activities (**D2.5, SELS3.1, V4.2, V7.2, LS5**). This is evaluated as described in items (1), (2), (3), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the pupils to copy the words in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling using the words written on the model school on the blackboard/ Smart Board (**SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS1, LS4**). This is evaluated as described in items (3) and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.3.2.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the pupils’ attention to the target language chunks of the theme, the introductory digital story is played so that the pupils can notice the target language chunks about the theme “classroom life with (extended) classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year” (**D3.2, V5.3, V14.1, V18.2, LS5, CS2.2**). While the pupils watch the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the pupils to do the same (**CS2.14**). She/He could hold up large pictures and ask the pupils questions about the pictures with the target chunks expecting the pupils to ask and answer by using the target chunks. To check the pupils’ identification of the target language chunks, the teacher shows some picture strips that she/he has prepared for this activity, using some Web 2.0 programmes, after the pupils have watched the introductory digital story and imitated the actions and said the target language chunks. She/He asks the pupils to listen to her/him saying a target language chunk and then to look at the screen and say “Stop!” when they see a scene in the picture strips with the target chunk that the teacher has just said (**SELS3.1, CS2.7**). The teacher stops if the pupils are correct, but not if they are not (**V3.3, V4.1, V7.1, LS1, LS2, LS4**).

ENG.3.2.G2.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate pupils’ practice with the target language chunks, the teacher prepares necessary number of headings on the screen with symbols for the components of the theme “classroom life with (extended) classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year”, and writes the appropriate language chunks to be used with each of the groups. She/He also provides the vocabulary items on the Smart Board screen. The teacher wants the pupils to think for a while and talk with their peers about which target words can be used in which language chunk group (**SELS2.2, V3.1, V5.3, V10.3, V14.1, V18.2, LS1, LS4, LS5, CS2.4**). Then the pupils go to the board and move the words under the correct heading and say the complete sentence with the target words and the chunks. They are then asked to say a sentence with the target chunk aloud as a class. Each sentence is repeated after each pair. Their learning can be checked as described in items (5), (8),

and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. The same game can be played with pictures on the blackboard if there are technological/technical problems **(D2.5)**. To organise the pupils' further practice to consolidate the target language chunks, the teacher could create some action sequences in context by repeating, saying, and acting out with different activity bundles where their learning can be checked as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(CS2.13)**. There is no analysis or teaching of grammatical structures at this stage. Pupils can automatically, spontaneously, and naturally select and use the target language chunks in the current context **(SELS3.1, V3.4, V4.2, V7.1, LS5, CS2.3, CS2.4, CS2.16.2)**. For consolidation of the target language chunks, the teacher can facilitate more fun activities and games so that the pupils can practise and consolidate them **(V4.4, V7.2)**.

ENG.3.2.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Writing activities help pupils produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "classroom life with (extended) classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year" as in other themes. Writing activities are arranged according to age and level so they are quite limited and are gradually expanded **(V3.2, V3.4, V5.3, V14.1, V18.2, LS1, LS4, LS5)**.

ENG.3.2.W2.

COPYING FROM THE MODEL: Initially, pupils produce very limited and short pieces of writing, such as words and word groups to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening/watching and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat, answering simple questions with a limited number of words, or simply explaining in context what they hear and see and what they are asked to do. They are provided a written model/example to copy. By copying a simple written model, they get used to seeing and using the target words, language chunks, punctuation, spelling and so on in written language **(D3.1, SELS3.1, V3.4, LS1, CS2.4, CS2.16.3)**. To further practise guided and copied writing, the teacher gives all the pupils some paper/cardboard to make a model in groups **(SELS2.1, SELS2.2)** (of two, three, four etc.) and to write the names of the vocabulary items "classroom life with (extended) classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year" next to their drawings on the model related to classroom life. The teacher asks them to look at the Smart Board screen with the model related to classroom life that she/he has made earlier so that the pupils can easily copy the target words for the items as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum **(V4.4, V5.3, V7.3, V14.1, V18.2, LS4, LS5)**.

ENG.3.2.W3.

CREATING CONTENT BASED ON THE MODEL: For practising more with the written forms of the target words, language chunks, and the social language for the theme, new contexts are created in the form of a new animated short story or a dialogue for the pupils to practise further by seeing/hearing/reading/writing (copying) the target words and language chunks about the concept of "classroom life" in fun, enjoyable, varied, and versatile activities. This new content is contextual, simple, practical, and appropriate to the pupils' age and language level **(D1.2, D1.6, SELS3.2, V3.4, V4.2, V4.4, LS1, LS4, CS2.20)**.

ENG.3.2.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Pupils are encouraged to produce a variety of written

products such as clauses, sentences, acronyms, messages, posters, e-mails, poems, songs and so on to express their ideas, thoughts, and feelings **(D2.5, SELS3.2, CS2.13)**. All the content is expected to be contextual, practical, authentic, real, and appropriate to the pupils' age, interests, and language level **(V3.4, V7.2, LS1, LS4)**.

ENG.3.2.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Pupils interact and communicate with peers and/or other people inside or outside school by using the written language including the target words, language chunks, and the social language for the theme "classroom life with (extended) classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year" from simple to more expanded versions in their writing **(SELS2.2, SELS2.3, V4.2, V5.3, V14.1, V15.1, V18.2, LS1, LS4, LS5, CS2.20)**. AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce simple digital materials and projects at school and at home in a variety of ways **(D3.3, SELS3.2, SELS3, V3.4, V7.2, V11.1, LS2, CS2.20)**. These activities can be evaluated as described in items (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.3.2.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing expression process and asks them to express their thoughts, ideas, and feelings about the process in simple ways, for instance by using emoticons, symbols, drawings, charts etc. **(D1.5, SELS1.3, V4.2, LS1, CS2.15)**. Pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs **(D2.4, D3.5, V12.1, V15.1, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3, LS4)**.

ENG.3.2.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance pupils' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures, and the social language expressions of the theme about "classroom life with (extended) classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year" **(V3.2, V4.2, V5.3, V14.1, V18.2, LS1, LS4, LS5)**.

ENG.3.2.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, pupils recognise the language with the target language items through the models **(CS2.6)**. They practise the language in a controlled way, by telling, repeating, and imitating what they hear and see in the context **(D1.3, D3.2, SELS3, V3.4, LS1, LS4, CS2.4)**. The spoken content of the model becomes a path for them to follow.

ENG.3.2.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new and simple photo/picture strip/pantomime/video stories, dialogues, etc. as new opportunities for the pupils to talk about them for practising further through questions, explanations, inferences etc. **(D1.3, SELS3.2, V3.4, V7.1, LS1, LS4, CS2.13)**.

ENG.3.2.S4.

CONSTRUCTING SPOKEN MATERIALS: Pupils are encouraged to produce several spoken products related to the extended contexts such as simple dialogues, short texts etc. To interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “classroom life with (extended) classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year” (**SELS2.2, SELS3.2, V4.2, V5.3, V11.1, V14.1, V18.2, LS1, LS4, LS5, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings for developing their oral skills (**D1.2, D1.6, D3.3, SELS3.2, SELS3.3, V3.4, V7.2, LS2, CS2.20**).

ENG.3.2.S5.**RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING:**

Pupils communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision. These new contents created are contextual, practical, authentic, real, and appropriate to the pupils’ age, interests, and language level. Storification, drama, and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme (**V3.4, V15.1, LS1**). Pupils are encouraged to produce several spoken products related to the extended contexts such as dialogues, show and tell activities, acting out activities to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “classroom life” and its components such as “(extended) classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year” (**SELS2.2, SELS3.2, V4.2, V5.3, V7.2, V14.1, V18.2, LS4, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.2, SELS3.3, V11.1, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG.3.2.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V4.2**). Some volunteer pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**SELS1.2, SELS2.2, V12.1, V20.4, LS1, LS4, CS2.15**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V10.3**).

TEACHER REFLECTION: She/He can keep a class journal in which she/he makes notes about what worked or didn’t work in teaching the theme and pupils’ learning and the potential reasons for this to find solutions. She/He can ask a colleague to observe her/his lessons and give feedback on the lessons (peer observation). She/He can also discuss the whole teaching process with her colleagues to specify the challenges faced throughout the whole current theme.

DIFFERENTIATION

Expansion

Objective: To identify classroom objects in English by using target vocabulary and target language chunks.

Activity 1: What's Missing

The teacher gathers 8-10 common classroom objects. After clearly naming each item and demonstrating it, the teacher asks the whole class to repeat. Before starting, the teacher ensures that the pupils understand the material. The teacher covers the items with a cloth, then secretly removes one object while ensuring the pupils are not watching. Uncover the remaining items and ask the class, "What's missing?". Encourage pupils to raise their hands or call out the answer by using "there is, there are, there isn't, there aren't" forms. If a student answers correctly, they receive a point or a sticker as a reward. After the student's answer, the teacher repeats the sentence to the whole class once more. This activity helps to improve memory, vocabulary recall, and speaking confidence in a fun and interactive way. The teacher gives them encouraging remarks to boost their confidence. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Supporting

Objective: To practice the language for classroom objects in English by guessing and using target vocabulary.

Activity 2: What's Missing

The teacher gathers 8-10 common classroom objects. After clearly naming each item and demonstrating each one one at a time, the teacher asks the whole class to repeat. Before starting, the teacher ensures that the pupils understand the material. The teacher covers the items with a cloth, then secretly removes one object while ensuring the pupils are not watching. Uncover the remaining items and ask the class, "What's missing?". Encourage pupils to raise their hands or call out the answer. If a student answers correctly, they receive a point or a sticker as a reward. After the pupil's answer, the teacher repeats the target word to the whole class once more. This activity helps to improve memory, vocabulary recall, and speaking confidence in a fun and interactive way. The teacher gives them encouraging remarks to boost their confidence. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 3: PERSONAL LIFE

Sub-themes: Parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing

This theme is centred on the concept of “personal life” and covers the sub-themes of “parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 10

FIELD SKILLS AND SUPPORTIVE SKILLS FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammar: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic

INTERCURRICULAR COMPONENTS

Social-Emotional

Learning Skills SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V15. Love and Affection, V18. Cleanliness, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy

INTERDISCIPLINARY**RELATIONS**

Turkish, Maths, Life Study/ Science of Life, Visual Arts, Music, Physical Education and Games

INTERSKILLS

CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 3 is structured based on holistic approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.3.3.L1. Pupils can get ready for the listening/watching-comprehension process for the current content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing”.

- a) *Pupils activate their pre-existing knowledge and experiences related to the current theme and content, by recalling it in her/his own language in their minds.*
- b) *Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content, by responding to simple questions with physical actions without speaking Turkish or without having a translation.*
- c) *Pupils make simple predictions about the current content, by using pre-existing knowledge and experience based on the realia, pictures and context.*

ENG.3.3.L2. Pupils can bring information about the current content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” together with key details and main components while listening/watching it.

- a) *Pupils make simple predictions about the current content based on the surrounding audio/visual elements scattered around the classroom in relation to the current theme.*
- b) *Pupils comprehend the topic of the current content by listening (to)/watching it as a whole without having intervals.*
- c) *Pupils recognise concrete/simple/basic details and components within the whole introductory content by watching and listening to it by noticing the basic components.*

ENG.3.3.L3. Pupils can make meaning of/derive meaning from the current content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” through details by listening/watching it carefully.

- a) *Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept.*
- b) *Pupils locate the components of the current content within the whole by listening and watching it.*
- c) *Pupils make simple and basic classifications of the current content when necessary by grouping components, words, and other aspects with the help of visuals.*
- d) *Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components, words, and other aspects with the help of visuals.*
- e) *Pupils recognise very concrete/simple/basic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components.*
- f) *Pupils internalise the current content personally in an age- and level-appropriate manner, recognising that it is about her/his present life at school.*

ENG.3.3.L4. Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” in a very simple way.

- a) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content in a very simple way.*

- b) Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content by sharing them with others in a very simple way.

ENG.3.3.P1. Pupils can select and use the target phonological elements of the current content about “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others.

- a) Pupils listen to/watch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.
- b) Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.
- c) Pupils recognise the target phonological elements of the current content when they are heard in different contexts.
- d) Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.
- e) Pupils use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.

ENG.3.3.R1. Pupils can get ready for the reading-comprehension process about the current content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing”.

- a) Pupils activate their pre-existing knowledge and past experiences related to the current theme and content.
- b) Pupils recognise simple and basic relationships between their pre-existing knowledge, past experiences and clues to the current content.
- c) Pupils make simple preliminary predictions about the current content based on recognised relationships.

ENG.3.3.R2. Pupils can bring information about the current content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it.
- b) Pupils grasp the topic of the current content generally by looking at the surrounding audio/visual materials quickly through skimming.
- c) Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning.

ENG.3.3.R3. Pupils can make meaning of/derive meaning from the current content about “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” by reading it carefully.

- a) Pupils check the current content in detail for the accuracy of initial predictions that are made earlier.
- b) Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way.
- c) Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way.

- d) *Pupils recognise basic horizontal/vertical relationships within the current content that contribute to the perception of it in a simple and meaningful way.*
- e) *Pupils make simple, basic, and meaningful inferences from the information in the current content by examining it.*
- f) *Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level.*

ENG.3.3.R4. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply.*

ENG.3.3.V1. Pupils can select and use the target vocabulary of the current content about “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils hear/view target vocabulary in the current content as a whole in context.*
- b) *Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearing/watching the target material and source, together with pointing to the pictures displayed in class.*
- c) *Pupils recognise the use of the target words in the target material and source, by listening/watching it several times and seeing how and where the target words are used to describe the current concept.*
- d) *Pupils associate the contextual meanings of target words reinforced and recognised through whole class, group and individual repetition, with pre-existing conceptual meanings in mind.*
- e) *Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class, group and individual repetition.*
- f) *Pupils make use of the semantically related target vocabulary in a spontaneous, authentic and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge (in Turkish in his/her mind).*
- g) *Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends, family and other people outside the school by being aware of their differences.*

ENG.3.3.G1. Pupils can select and use the language including target grammatical elements of the current content about “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils become familiar with the current content by listening, viewing, and reading it several times.*
- b) *Pupils reinforce familiarity with the target content by listening to/watching it several more times if necessary, through the recognition of actions involved in it.*

- c) *Pupils listen to/watch an audio/visual/written presentation of current content with target language chunks representing target language use, narrated through body language and verbal repetition.*
- d) *Pupils gain auditory/visual awareness by listening/watching/reading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition.*
- e) *Pupils repeat target language chunks many times in the current auditory/visual/written context many times, without knowing, analysing, or thinking about their rules, verbally, automatically and by pointing.*
- f) *Pupils repeat the auditory/visual/written content containing target language chunks many times automatically, naturally, and verbally within short, simple, and meaningful sentences without knowing, analysing, or thinking about their rules.*
- g) *Pupils act out physically the language chunks in the heard/viewed/seen content without knowing, analysing, or thinking about their rules.*
- h) *Pupils repeat the language chunks in the auditory/visual/written content automatically and act them out simultaneously and physically without knowing, analysing, or thinking about their rules.*
- i) *Pupils automatically select and use similar target language chunks related to the current content heard/seen/read in oral communication without knowing, analysing, or thinking about their rules.*

ENG.3.3.W1. Pupils can get ready for the writing-expression process about the current content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” in an age- and level-appropriate way.

- a) *Pupils activate their pre-existing knowledge and experiences used in the initial processes of listening/viewing (and/or reading) and associate it with the current content in a simple way.*
- b) *Pupils understand correctly what the current writing task is as guided and assigned.*

ENG.3.3.W2. Pupils can copy the model/example on the writing task about the current content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” based on the model/example provided to practise for further writing activities.

- a) *Pupils rewrite model/example content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills.*

ENG.3.3.W3. Pupils can organise and form a content for the assigned writing task on the current content “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” based on the model/example provided.

- a) *Pupils organise a very simple, short, and meaningful content for a prepared and/or unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type, age, and language level.*

ENG.3.3.W4. Pupils can practise writing by constructing content for the assigned writing task on the current content “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing”.

- a) *Pupils use materials, structural features, discourse forms, and punctuation appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task.*

- b) *Pupils select and use target words, language chunks, and social language expressions appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task related to the theme.*
- c) *Pupils express simple messages clearly for a prepared and/or unprepared writing task related to the current theme.*

ENG.3.3.W5. Pupils can reorganise and use information by reconstructing it in the new written tasks about the “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” to communicate with other people.

- a) *Pupils use similar information from the current content in different contexts by simply, meaningfully and individually reorganising it.*
- b) *Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others.*

ENG.3.3.W6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply.*

ENG.3.3.S1. Pupils can get ready for speaking-expression process about the current content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” with the help of supplementary audio-visual materials.

- a) *ENG.3.1.PC1. Pupils become familiar with model/example content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listening/watching/reading and associating it with the current content.*

ENG.3.3.S2. Pupils can imitate the model/example for producing verbal content about the current theme on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing”.

- a) *Pupils become familiar with the model/sample content through repetition and imitation in context while and after listening (to)/watching it with the help of audio-visual aids.*

ENG.3.3.S3. Pupils can organise simple new verbal content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” by speaking accurately, efficiently, and authentically.

- a) *Pupils design simple new verbal content by imitating model/sample content for prepared and/or unprepared speaking situations based on the model/sample that was listened (to)/watched earlier.*
- b) *Pupils organise simple new verbal content by imitating model/sample content for prepared/unprepared speaking situations, appropriate to the model/sample, context, age, and language level.*

ENG.3.3.S4. Pupils can form a simple new verbal content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” through reconstruction by speaking accurately, efficiently, and authentically.

- a) Pupils select and use accurate pronunciation, discourse forms, target words and language chunks for prepared and/or unprepared speaking situations, by imitating model/example content, appropriate to age and language level.*
- b) Pupils select simple and contextually appropriate content/information quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the model/sample, age, language level, and context (question-answer, pointing and saying, selecting and saying, etc.) within the given (thinking) time.*
- c) Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way (short monologues, dialogues, show and tell, pantomime drama, etc.).*
- d) Pupils express messages in a concrete, simple and clear way for the listener in prepared and/or unprepared speaking situations together with mimics, gestures, and body language.*

ENG.3.3.S5. Pupils can reorganise and use information about the current theme on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” by reconstructing it to communicate with other people.

- a) Pupils use the presented information in different contexts in a simple, natural, accurate and necessary way by reorganising it individually and verbally.*
- b) Pupils engage in verbal communication by sharing the reconstructed meaningful information with others.*

ENG.3.3.S6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process in a very simple way.*
- b) Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way.*

CONTENT FRAME

PERSONAL LIFE

Sub-themes: Parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing

Target Vocabulary in Use (with revisional vocabulary):

Parts of the body: A foot, feet, back, a tooth, teeth, a chin, an eyelash(es), an eyebrow(s).

Adjectives: Hair: Blond(e), curly, straight; physical features: little, strong, weak, beautiful, pretty, nice, handsome, fat, ugly; personal characters: nice, good, bad, happy, sad, lazy, hardworking, young, old.

Weather: Sunny, (it's) raining (rainy- AmE.), (it's) snowing (snowy- AmE.), warm, windy.

Verbs for feelings about body parts: To like, to dislike.

Clothes: Tops: A sweatshirt, a jumper (a sweater- AmE.); Bottoms: jeans, a skirt; Dresses: a dress Outwear: a jacket, a coat, a uniform Footwear: boots, shoes; Accessories: a necklace, an earring, a bag, sunglasses, socks.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

(Background and) Target Language Chunks in Use:

Language Chunk: ("To be"): (What's your name? I'm/ am... / My name is...).

(What does she look like? She's tall and beautiful).

Function: Asking and answering about ages of people, talking about birthdays and celebrating birthdays, talking about physical features.

Language Chunks: ("Have got/ Has got: (+)(-)(?)"):

(Have you got a big or small nose? I've/have got a small nose).

(Have you got any T-shirts? Yes, I've/have got some T-shirts).

(What colour hair has she got? She's/has got blonde hair).

(How is her hair? What's her hair like? She's/has got curly hair).

Function: Describing possession of clothes and body parts.

Language Chunks: ("Like/dislike"): (I like/hate/dislike/love big sunglasses).

Function: Expressing personal preferences and opinions about clothing.

Language Chunk: ("Possessive 's')": (Whose dress is this? This is Jasmine's dress).

Function: Indicating ownership or relationships between people and objects.

Language Chunks ("Present Progressive"): (What are you wearing today? I'm/am wearing a T-shirt today. I'm wearing a coat. It's winter and it's cold).

Function: Describing what people are wearing

Countable and uncountable nouns with some, any, much, many.

(Have you got any shirts? Yes, I've got some shirts).

Function: Asking and answering questions about quantity and availability.

Question words: Whose, what...like.

Function: Asking about ownership, characteristics, or descriptions of people or objects.

Conjunctions: and, or.

Function: Connecting similar ideas, options, or items in a sentence.

Target Social Language in Use:

You look great!
 Anytime!
 It's my pleasure!
 Go on , please!
 Nice shirt/T-shirt/etc.!
 I'm so excited!
 Come on!
 Calm down!
 Don't forget to.....
 Be careful!

Target Phonological Sounds in Use:

Vowels: e, i
 Consonants: f, g ,h, j
 Vowels: e: (/e:/, /i:/, /ə/); i: (/a:/, /ɪ/, /i:/)
 Consonants: f: (/f/); g: (/g/, /dʒ/); h: (/h/); j: (/dʒeɪ/, /dʒ/)

*No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

The concept of “personal life” is present in almost all languages because it is one of the most basic parts of human beings’ lives and all children in different parts of the world some knowledge on “parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing”. People who start to learn a new language bring with them their previous/pre-existing knowledge and transfer it to their new language learning. So, a primary school pupil in year 3 will know what “a person and personal life” mean as a concept but will not know its equivalents in another language if it has not been covered in their existing foreign language curriculum . However, this existing knowledge in their own language will help them recognise, understand, and learn it more easily in a foreign language, English in this case.

Key Concepts:

Parts, body, parts of the body, features, physical features, characters, personal characters, weather, conditions, weather conditions, clothing, seasons, clothing according to seasons, clothing according to weather conditions, preferences, clothing preferences.

INDICATORS FOR LEARNING (Assessment and Evaluation)**EVALUATION FOR THE SKILLS AND THE CONTENT:**

PERFORMANCE ASSIGNMENT: Pupils will write a project about “Personal Life” to talk about themselves and what they like. In their project, they will write about four things: physical features and descriptions, preferences for physical features, clothing, and birthday celebrations. First, they will write about their physical features, like their hair colour, eye colour, height, or other things that make them special. They can also describe someone in their family or a friend. Next, they will write about what physical features they like or prefer. For example, maybe they like long hair or colourful eyes. Then, they will talk about the clothes they wear every day or on special occasions. Finally, they will share what they do on their birthday. They can draw pictures, add stickers, or make a small booklet. When their project is ready, they will present it to the class and talk about it. The class will rate the presentations through the rating scales or checklists given by the teacher.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the pupils' knowledge of the "personal life" with its components such as "parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" in their own language. As the pupils are 8-year-old primary school children, they can know what parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing mean in their own language and to be able to express them in their own language. However, they would not know them in a foreign language, in this case English, if they were not covered in their existing school curriculum. This knowledge in their own language would prepare them to identify the same concepts in their foreign language, English, without speaking any Turkish. It is assumed that they have learnt how to ask what things are and how to introduce them using language chunks such as "What does she look like? She's tall and beautiful. Have you got a big or small nose? I've/have got a small nose. I like/hate/dislike/love big sunglasses. What are you wearing today? I'm/am wearing a T-shirt today. Have you got any shirts? Yes, I've got some shirts" in English from the previous themes and/or year. These chunks can be used as a basis for learning the new language chunks in the current theme making the new chunks easier to learn. This can be an activity such as a short game, a physical activity, listening to a song/chant/rhyme and so on which will not require any English knowledge and also there will not be a need to speak Turkish.

Pre-Evaluation Process

It is expected that pupils' physical, cognitive, affective, and social factors are appropriate and suitable for learning about "personal life" as a concept in English. Some previous themes from previous years would be helpful as a basis for moving on and learning the current content on the concept of "parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing". Therefore, a dialogue game can be played to revise "personal life, parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" they learnt before. Some language chunks such as "What's/ is it? It's/is a chair. What colour is it? It's/is blue. What colour is the chair? The chair is blue. It's blue" are also revised by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use previously learnt vocabulary and language chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics and/or checklists.)

Establishing Links

Pupils are asked to recall the current (theme) concept of "personal life" and its components such as "parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing", by remembering their previous/pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without translating anything until they start learning the target words in the current concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept various visual materials such as a short digital cartoon, a picture, a poster can be prepared and shown (it can be a paper picture format if there are technological problems) before the main teaching/learning flow of the lesson begins. The pupils are facilitated through the materials they have learnt the concept of it in the previous years with various activities. Then they are asked in simple English what was it about. They get help from the teacher to be able remember and say. For example the teacher could show the pictures with the words next to them so that pupils can remember some vocabulary and language chunks from the previous years. The teacher asks them to wait until they see the next visual, which is the main entry material of the theme, the introductory digital story, without asking any further questions.

One of the example practices could be to point correctly to a picture of the current concept in it when they are given instructions by the teacher in simple English. Pupils give responses by pointing out relevant so-called pictures without speaking any Turkish but only in very simple English or with mimics and gestures. In this way, connections are made between pre-existing knowledge about the current theme (in their minds) in their own language and the present information about the concept through meaningful contextualised activities with visuals within the theme.

Learning-Teaching Practices

WARM UP TO THE WHOLE THEME FOR WELL-BEING

Before starting to work on the theme, to prepare the pupils emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the pupils feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as playing a short game, doing a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, saying a tongue twister, etc. that has no relation or connection to the current theme and does not require any knowledge of English. This is done only for fun and relaxation. **(D2.5, SELS2.1, V12.1, LS2, LS4).**

INTEGRATION OF LANGUAGE SKILLS IN THE THEME:

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around a central topic and sub-themes, allowing pupils to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where pupils engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.3.3.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: After having an activity about the current theme during the background recall session, pupils can have a vision of “personal life” in their minds, so a further concept check would help them prepare for the current theme **(D3.2, SELS1.1, V3.2, LS1, CS2.11, CS2.16.2)**. For instance, the teacher could bring into the classroom and show a card model of a school and sets of pictures about the components of it. The teacher then asks the pupils to point to the pictures in or on the model. She/He asks what they think the topic of the main context of the theme, the introductory digital story, that they are going to watch is about **(V3.3, LS2, LS4, CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme. It is both an entry material and the main context to the whole theme at the same time. (A 3-D model of personal life can also be created using Web 2.0 programmes.) They can guess the sub-concepts of personal life, so they can easily understand that the current theme will be “personal life” **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.4, LS1, LS2, LS4, CS2.10, CS2.17).**

ENG.3.3.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: To have access to the current theme, the teacher asks the pupils to watch the introductory digital story carefully recalling the pictures shown earlier **(CS2.11)**. The introductory digital story is watched to identify the target theme “personal life with (extended) parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” as a whole, without stopping the video at any point, so that the pupils can understand the theme/topic holistically **(D3.2, SELS1.1, V3.3, V13.4, V14.2, V15.2, V18.1, LS1, LS2, LS4, LS5, CS2.14, CS2.16.2).**

ENG.3.3.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw the pupils' attention to the content about personal life and its relevant components, some pictures are brought into the classroom by the teacher. The teacher brings a necessary number of large boxes for the pictures (some symbols are stuck on the boxes for personal life with (extended) parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing) and puts the boxes on the table. She/He puts the corresponding picture into the related box when the corresponding vocabulary is mentioned in the introductory digital story without stopping the video while the pupils watch the story (**V3.3, V13.4, V14.2, V15.2, V18.1, LS1, LS5**). When they have watched the whole story, the teacher shows the items in the boxes on the table and asks some simple display questions about it. In this way, the teacher could carry out a monologue and also engage in a dialogue with the whole class to check that they have recognised the theme as a whole through its components, which can be used to check their learning as described in item (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, SELS2.1, V4.2, V6.1, LS2, LS4, CS2.8**). After watching the introductory digital story, the teacher takes all the pictures out of the boxes and puts them back on the table again and says the word "personal life" several times aloud, and the pupils repeat after her/him. In this way, the main vocabulary of the theme "personal life" is introduced to the pupils in English. To remember the sequence of the scenes with the parts, places, and people in the "personal life" in the introductory digital story, the teacher shows the mixed images/pictures of the scenes on the Smart Board and asks the pupils to look at the images/ pictures of these scenes for a while (**CS2.3**). She/He then asks them to order the scenes in pairs with the mixed paper pictures she has already given to the pupils (**SELS2.2, V3.4, V4.2, LS1, LS2**). When the pairs have finished sorting the pictures for scenes of the story, the teacher asks the pupils to take turns or volunteer to order the scenes on the screen of the Smart Board (or the pictures on the blackboard (**SELS1.2, V4.1, V14.1, V20.4, LS4, CS2.6, CS2.10**). This will help the teacher organise the story as a whole so that the pupils can identify the main theme and the components of the theme through their memories (**D1.2, D1.6, D2.3, CS2.12**).

ENG.3.3.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V7.2**). Some volunteer pupils express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, V20.4, LS5, LS6**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V10.3**).

ENG.3.3.P1.

RECOGNITION OF TARGET PRONUNCIATION: To recognise the pronunciation of the new target words, language chunks, and social language expressions about the theme "personal life with (extended) parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing", the teacher puts on the table the pictures and boxes that she/he has previously used. She/He holds up each picture and asks the pupils to repeat each word aloud a few times as a whole class after listening to the recordings she/he has prepared beforehand using some Web 2.0 programmes. She/He puts the picture in the correct box about the group corresponding to the word while repeating the words with the whole class (**V3.4, V13.4, V14.2, V15.2, V18.1, LS1, LS4, LS5, CS2.16.3**). The teacher could offer variations with some techniques, such as showing the picture of the target words about personal life to the pupils to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both. To help the pupils pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers, using the shadow technique, in which pupils immediately repeat whatever the teacher is saying or the story, without pausing (**D1.3, SELS1.2, SELS2.1, V3.4, V7.1, LS2, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be extended with different forms of TPR activities, e.g. first the teacher says the target words for personal life and its components, the pupils listen; then the teacher says the target words and acts them out, the pupils repeat after her/him **(SELS2.1, CS2.6)**. Then the teacher and the pupils say the target words and act them out together at the same time. Then the pupils say the words, and the teacher acts them out **(V3.4, V4.2, V15.1, LS4)**. These “personal life”-related actions can be done through the actions which can be done in the school, but they are only used for acting without teaching them as verbs in English. For instance, they can pretend to do things according to the topic. As a variation, they can also repeat the words after the teacher happily, sadly, angrily etc. using different tones of voice through TPR techniques **(SELS2.3, V11.1, V12.2, LS5, CS2.9)**. Then some groups of pupils say the words, some groups of pupils act them out. While doing the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom. Some action sequences are also created through which the pupils can practise the social language expressions of the theme in a fun way by repeating, pointing, and miming in several games. Several fun pronunciation games could be played where pupils whisper a target word into the ears of their peers forming a chain and the last person says it aloud and the class checks if the word is pronounced correctly or not **(D2.5, SELS2.1, SELS2.2, V4.3, V4.4, V6.2, LS6, CS2.12)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.3.3.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading activities throughout the theme when and where necessary with precise techniques and the necessary amount. Reading is quite limited for this age group and it is done in two ways in the theme, by using a short extract from the written version of the introductory digital story and/or additional short reading texts in reading sections of the teaching materials to be used. The texts are very short, precise, and simple, as they are limited reading texts. Various reading styles including reading aloud, chorus reading, silent reading, and speed reading are used as main styles. Basic reading techniques such as skimming, scanning, and reading for detail are used in very simplified ways. Pre-reading, while-reading and post-reading phases are used in a simplified and age-appropriate way in the theme. The ultimate aim of reading practice is to increase comprehension, improve fluency, develop pre-critical thinking skills, support the ability to comprehend and help talk/write about the content in a meaningful and communicative way. In this way pupils’ language and communicative competence improve gradually **(V3.2, LS1, LS4, CS2.3, CS2.6, CS3.3)**. For the initial stage of reading, the teacher asks the pupils to look at quickly the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme on “personal life with (extended) parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” **(V3.3, V13.4, V14.2, V15.2, V18.1, LS2, LS4, LS5, CS2.8)**. At this stage, the teacher could ask the pupils to read the title/heading of the content and ask the pupils which words they already know, and which come to mind in connection with the title by showing them a list of words and corresponding pictures to choose the ones they know **(SELS1.1, V3.4, LS1, CS2.16.2)**. She/He reminds them not to ask for the meanings of new words or the words they do not know. She/He reminds them that this is only a recalling activity to check the words they know and that there will be time to work on the new words of the new theme later **(D3.2, D3.6, V12.1, CS2.10, CS2.12)**.

ENG.3.3.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: To see the written forms of the target words and to do some simple reading, the teacher asks the pupils to look at the Smart Board where she/he shows a 3-D house model of “personal life” (that she/he has used earlier). Next to each item, the written form of the word is provided on the model. The teacher asks the pupils to read the words first silently. The teacher then points to a word at random and asks the pupils to read it out loud as a whole class. Then she/he invites

volunteers to come to the board and they point to different words and the rest of the class read them aloud as a chorus (**D2.3, SELS1, V3.4, V4.2, V20.4, LS1, LS2, LS4, CS2.12**).

ENG.3.3.R3.

MAKING MEANING THROUGH READING: The teacher then shows (a short extract from) the written version of the introductory digital story (or another text about the theme) on the blackboard/Smart Board. She/ He asks the pupils to read after her/him using the shadow reading technique as a whole class. She/He could also try different versions such as pyramid reading or radio reading techniques (reading silently for a while and then aloud, then silently, and so on) which are the combinations of silent and aloud reading using rhythms as prompts (**V3.4, V7.2**). After reading the words/word groups/clauses in the content, pupils proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1, V3.3, LS1, LS4, CS2.14**). From display to communicative open-ended, various types of questions are used to understand the meaning of the short and simple texts about "personal life with (extended) parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" (**V13.4, V14.2, V15.2, V18.1, LS5, SELS3.1, SELS3.2**). During this process pupils work collaboratively to exchange information, thoughts, and feelings (**SELS2.2, V4.2, CS2.6**). This is evaluated as described in items (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.3.3.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY:

The teacher asks pupils to think about the reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer pupils express what they think and feel about them (**V20.4, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V12.2, LS1**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.4, V10.3**).

ENG.3.3.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, pupils remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions (**SELS1.1, V3.2, LS1, LS2, LS4**). As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme.

ENG.3.3.V2.

RECOGNITION OF THE TARGET VOCABULARY: To introduce the meaning of the vocabulary related to the theme "personal life with (extended) parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing", the teacher asks the pupils to watch the introductory digital story again. A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help pupils to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some pictures for the vocabulary about the main components of the theme that take place in the story/text (**V3.3, V3.4, V13.4, V14.2, V15.2, V18.1, LS5**). Pupils circle or tick the ones that they have heard, seen and scanned (quickly read) in the story/text. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, CS2.4, CS2.6, CS2.7**). Then, from the beginning, whenever an item related to "personal life" is mentioned, the teacher stops the video and asks a question in the form of two options by

showing their pictures (**CS2.16.1, CS2.6**). By guessing what they are based on the pictures, the scene, and the sound, pupils hear the English equivalents of the words for the personal life with (extended) parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing, and they answer as a whole class. In this way, they are introduced to the meaning of the target words (**D1.1, V13.4, V14.2, V15.2, V18.1, LS5, CS2.10**). This is done in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**)(3) and (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.2, V14.1, LS1, LS2, LS4**).

ENG.3.3.V3.

SELECTION AND USE OF TARGET VOCABULARY: To check whether the pupils are aware of the components of the main theme “personal life”, the teacher prepares an activity using the Web 2.0 program with images/pictures of components of “personal life”. She/He prepares three boxes on one side of the screen and mixed images/pictures for target vocabulary related to the “personal life” on the other side. She/He asks the pupils to look at the mixed pile of images/pictures on the Smart Board screen and scan them for a while to remember them (**CS2.4**). She/He asks the pupils to drag the objects about the components of the theme into the correct box on the screen. The boxes have the words for each component represented on them with symbolic pictures. The pupils are given the cut-out pictures and a large sheet of paper with the pictures of empty boxes. The teacher asks them to work in pairs and put the cut-out pictures in the right box and ask each other several display questions (**CS2.5**). When the pupils have finished working with the cut-outs and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures as the components of the theme “personal life” to the correct empty boxes on the screen (**SELS1.2, CS2.5**). In this way, images/pictures that are relevant to the concept of the theme “personal life” are consolidated through categorisation. The same activity can be done with real pictures on the white/blackboard if there is a problem with technology. To practise the meanings of the target words about the school, the teacher places several pictures for them in the different parts of the classroom. She/He then puts some flashcards with the target vocabulary for “personal life” on the blackboard/whiteboard. She/He takes a flashcard at random and shows it to the pupils. Pupils, working in pairs, look at the flashcard, decide which picture on the classroom walls is relevant, they go to the picture together, pin the flashcard to the noticeboard and say the word together first in pairs, and then as a whole class (**SELS2.1, SELS2.2, V3.4, V7.1, LS1, LS2, LS4, CS2.5**). To consolidate the meanings of the new vocabulary items for the concept of “personal life”, the teacher could organise several activities in pairs and groups with pictures and flashcards such as Bingo, Pelmanism, King’s game, Odd One out, etc. (**SELS2.2**). These activities are closed and controlled so that pupils can practise the current (new) vocabulary about the current context in the beginning but later they work with simple and easy open-ended and communicative activities (**D2.5, SELS3.1, V4.2, V7.2, LS5**). This is evaluated as described in items (1), (2), (3), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the pupils to copy the words in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling using the words written on the model school on the blackboard/ Smart Board (**SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS1, LS4**). This is evaluated as described in items (3) and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.3.3.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the pupils’ attention to the target language chunks of the theme, the introductory digital story is played so that the pupils can notice the target language chunks about the theme “personal life with (extended) parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” (**D3.2, V13.4, V14.2, V15.2, V18.1, LS5, CS2.2**). While the pupils watch the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the pupils to do the same (**CS2.14**). She/He could hold up large pictures and ask the pupils questions about the pictures with the target chunks expecting the pupils

to ask and answer by using the target chunks. To check the pupils' identification of the target language chunks, the teacher shows some picture strips that she/he has prepared for this activity, using some Web 2.0 programmes, after the pupils have watched the introductory digital story and imitated the actions and said the target language chunks. She/He asks the pupils to listen to her/him saying a target language chunk and then to look at the screen and say "Stop!" when they see a scene in the picture strips with the target chunk that the teacher has just said (**SELS3.1, CS2.7**). The teacher stops if the pupils are correct, but not if they are not (**V3.3, V4.1, V7.1, LS1, LS2, LS4**).

ENG.3.3.G2.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate pupils' practice with the target language chunks, the teacher prepares necessary number of headings on the screen with symbols for the components of the theme "personal life with (extended) parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing", and writes the appropriate language chunks to be used with each of the groups. She/He also provides the vocabulary items on the Smart Board screen. The teacher wants the pupils to think for a while and talk with their peers about which target words can be used in which language chunk group (**SELS2.2, V3.1, V10.3, V13.4, V14.2, V15.2, V18.1, LS1, LS4, LS5, CS2.4**). Then the pupils go to the board and move the words under the correct heading and say the complete sentence with the target words and the chunks. They are then asked to say a sentence with the target chunk aloud as a class. Each sentence is repeated after each pair. Their learning can be checked as described in items (5), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. The same game can be played with pictures on the blackboard if there are technological/technical problems (**D2.5**). To organise the pupils' further practice to consolidate the target language chunks, the teacher could create some action sequences in context by repeating, saying, and acting out with different activity bundles where their learning can be checked as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum (**CS2.13**). There is no analysis or teaching of grammatical structures at this stage. Pupils can automatically, spontaneously, and naturally select and use the target language chunks in the current context (**SELS3.1, V3.4, V4.2, V7.1, LS5, CS2.3, CS2.4, CS2.16.2**). For consolidation of the target language chunks, the teacher can facilitate more fun activities and games so that the pupils can practise and consolidate them (**V4.4, V7.2**).

ENG.3.3.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Writing activities help pupils produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "personal life with (extended) parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing" as in other themes. Writing activities are arranged according to age and level so they are quite limited and are gradually expanded (**V3.2, V3.4, V13.4, V14.2, V15.2, V18.1, LS1, LS4, LS5**).

ENG.3.3.W2.

COPYING FROM THE MODEL: Initially, pupils produce very limited and short pieces of writing, such as words and word groups to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening/watching and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat, answering simple questions with a limited number of words, or simply explaining in context what they hear and see and what they are asked to do. They are provided a written model/example to copy. By copying a simple written model, they get used to seeing and using the target words, language chunks, punctuation, spelling and so on in written language (**D3.1, SELS3.1, V3.4, LS1, CS2.4, CS2.16.3**). To further practise guided and copied writing, the teacher gives all the pupils some paper/cardboard to make a model in groups (**SELS2.1, SELS2.2**) (of two, three, four etc.)

and to write the names of the vocabulary items “personal life with (extended) parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” next to their drawings on the model related to personal life. The teacher asks them to look at the Smart Board screen with the model related to personal life that she/he has made earlier so that the pupils can easily copy the target words for the items as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum **(V4.4, V7.3, V13.4, V14.2, V15.2, V18.1, LS4, LS5)**.

ENG.3.3.W3.

CREATING CONTENT BASED ON THE MODEL: For practising more with the written forms of the target words, language chunks, and the social language for the theme, new contexts are created in the form of a new animated short story or a dialogue for the pupils to practise further by seeing/hearing/reading/writing (copying) the target words and language chunks about the concept of “personal life” in fun, enjoyable, varied, and versatile activities. This new content is contextual, simple, practical, and appropriate to the pupils’ age and language level **(D1.2, D1.6, SELS3.2, V3.4, V4.2, V4.4, LS1, LS4, CS2.20)**.

ENG.3.3.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Pupils are encouraged to produce a variety of written products such as clauses, sentences, acronyms, messages, posters, e-mails, poems, songs and so on to express their ideas, thoughts, and feelings **(D2.5, SELS3.2, CS2.13)**. All the content is expected to be contextual, practical, authentic, real, and appropriate to the pupils’ age, interests, and language level **(V3.4, V7.2, LS1, LS4)**.

ENG.3.3.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Pupils interact and communicate with peers and/or other people inside or outside school by using the written language including the target words, language chunks, and the social language for the theme “personal life with (extended) parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” from simple to more expanded versions in their writing **(SELS2.2, SELS2.3, V4.2, V13.4, V14.2, V15.1, V15.2, V18.1, LS1, LS4, LS5, CS2.20)**. AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce simple digital materials and projects at school and at home in a variety of ways **(D3.3, SELS3.2, SELS3, V3.4, V7.2, V11.1, LS2, CS2.20)**. These activities can be evaluated as described in items (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.3.3.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing expression process and asks them to express their thoughts, ideas, and feelings about the process in simple ways, for instance by using emoticons, symbols, drawings, charts etc. **(D1.5, SELS1.3, V4.2, LS1, CS2.15)**. Pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs **(D2.4, D3.5, V12.1, V15.1, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3, LS4)**.

ENG.3.3.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance pupils’ learning and help them produce and display meaningful language for personal expression and communication with others by using the language

including the target words, grammatical structures, and the social language expressions of the theme about “personal life with (extended) parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” (**V3.2, V4.2, V13.4, V14.2, V15.2, V18.1, LS1, LS4, LS5**).

ENG.3.3.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, pupils recognise the language with the target language items through the models (**CS2.6**). They practise the language in a controlled way, by telling, repeating, and imitating what they hear and see in the context (**D1.3, D3.2, SELS3, V3.4, LS1, LS4, CS2.4**). The spoken content of the model becomes a path for them to follow.

ENG.3.3.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new and simple photo/picture strip/pantomime/video stories, dialogues, etc. as new opportunities for the pupils to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V7.1, LS1, LS4, CS2.13**).

ENG.3.3.S4.

CONSTRUCTING SPOKEN MATERIALS: Pupils are encouraged to produce several spoken products related to the extended contexts such as simple dialogues, short texts etc. To interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “personal life with (extended) parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” (**SELS2.2, SELS3.2, V4.2, V11.1, V13.4, V14.2, V15.2, V18.1, LS1, LS4, LS5, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings for developing their oral skills (**D1.2, D1.6, D3.3, SELS3.2, SELS3.3, V3.4, V7.2, LS2, CS2.20**).

ENG.3.3.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING:

Pupils communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision. These new contents created are contextual, practical, authentic, real, and appropriate to the pupils’ age, interests, and language level. Storification, drama, and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme (**V3.4, V15.1, LS1**). Pupils are encouraged to produce several spoken products related to the extended contexts such as dialogues, show and tell activities, acting out activities to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “personal life” and its components such as “(extended) parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” (**SELS2.2, SELS3.2, V4.2, V7.2, V13.4, V14.2, V15.2, V18.1, LS4, LS5, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.2, SELS3.3, V11.1, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG.3.3.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V4.2**). Some volunteer pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**SELS1.2, SELS2.2, V12.1, V20.4, LS1, LS4 CS2.15**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V10.3**).

TEACHER REFLECTION: She/He can keep a class journal in which she/he makes notes about what worked or didn't work in teaching the theme and pupils' learning and the potential reasons for this to find solutions. She/He can ask a colleague to observe her/his lessons and give feedback on the lessons (peer observation). She/He can also discuss the whole teaching process with her colleagues to specify the challenges faced throughout the whole current theme.

DIFFERENTIATION**Expansion**

Objective: To talk about basic body parts in English by using the target vocabulary and target chunks.

Activity 1: Teacher shows pictures of the body parts and adjectives (neck, shoulders, knees, toes, foot, back, tongue, teeth, fingers, chin, blond, curly, straight, round, little, strong, weak, beautiful). Pupils repeat each word after the teacher. Teacher divides the class into small groups and each pupil in the groups begins to make sentences using the target words and structures. They are asked to use unusual sentences such as "I have got three eyes. I have got four fingers". While each pupil in the group makes these sentences in turn, all group members draw according to these sentences. While fun drawings emerge, target words and structures are used. Then they reflect on the activity with emoticons. The teacher provides positive feedback to encourage them. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Supporting

Objective: To talk about basic body parts in English by using the target vocabulary and target chunks.

Activity 2: Teacher shows pictures of the body parts and adjectives (neck, shoulders, knees, toes, foot, back, tongue, teeth, fingers, chin, blond, curly, straight, round, little, strong, weak, beautiful). Pupils repeat each word after the teacher. Teacher divides the class into small groups and begins to make sentences using target words and structures. These sentences can be unusual sentences such as "I have got three eyes. I have got four fingers". Pupils make their own drawings based on the sentences they hear from the teacher. While fun drawings emerge, target words and structures are used. Then they reflect on the activity with emoticons. The teacher provides positive feedback to encourage them. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 4: FAMILY LIFE

Sub-themes: Family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members

This theme is centred on the concept of “family life” and covers the sub-themes of “family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 10

FIELD SKILLS AND SUPPORTIVE SKILLS FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Gramming: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V2. Family Integrity, V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V8. Privacy, V10. Modesty, V11. Independence, V12. Patience, V14. Respect, V15. Love and Affection, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy

INTERDISCIPLINARY**RELATIONS**

Turkish, Maths, Life Study/ Science of Life, Visual Arts, Music, Physical Education and Games

INTERSKILLS

CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 3 is structured based on holistic approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.3.4.L1. Pupils can get ready for the listening/watching-comprehension process for the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”.

- a) *Pupils activate their pre-existing knowledge and experiences related to the current theme and content, by recalling it in her/his own language in their minds.*
- b) *Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content, by responding to simple questions with physical actions without speaking Turkish or without having a translation.*
- c) *Pupils make simple predictions about the current content, by using pre-existing knowledge and experience based on the realia, pictures and context.*

ENG.3.4.L2. Pupils can bring information about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” together with key details and main components while listening/watching it.

- a) *Pupils make simple predictions about the current content based on the surrounding audio/visual elements scattered around the classroom in relation to the current theme.*
- b) *Pupils comprehend the topic of the current content by listening (to)/watching it as a whole without having intervals.*
- c) *Pupils recognise concrete/simple/basic details and components within the whole introductory content by watching and listening to it by noticing the basic components.*

ENG.3.4.L3. Pupils can make meaning of/derive meaning from the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” through details by listening/watching it carefully.

- a) *Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept.*
- b) *Pupils locate the components of the current content within the whole by listening and watching it.*
- c) *Pupils make simple and basic classifications of the current content when necessary by grouping components, words, and other aspects with the help of visuals.*
- d) *Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components, words, and other aspects with the help of visuals.*
- e) *Pupils recognise very concrete/simple/basic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components.*
- f) *Pupils internalise the current content personally in an age- and level-appropriate manner, recognising that it is about her/his present life at school.*

ENG.3.4.L4. Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” in a very simple way.

- a) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content in a very simple way.*
- b) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content by sharing them with others in a very simple way.*

ENG.3.4.P1. Pupils can select and use the target phonological elements of the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others.

- a) *Pupils listen to/watch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Pupils recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Pupils use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG.3.4.R1. Pupils can get ready for the reading-comprehension process about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”.

- a) *Pupils activate their pre-existing knowledge and past experiences related to the current theme and content.*
- b) *Pupils recognise simple and basic relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Pupils make simple preliminary predictions about the current content based on recognised relationships.*

ENG.3.4.R2. Pupils can bring information about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it.*
- b) *Pupils grasp the topic of the current content generally by looking at the surrounding audio/visual materials quickly through skimming.*
- c) *Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning.*

ENG.3.4.R3. Pupils can make meaning of/derive meaning from the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” by reading it carefully.

- a) *Pupils check the current content in detail for the accuracy of initial predictions that are made earlier.*
- b) *Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- c) *Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- d) *Pupils recognise basic horizontal/vertical relationships within the current content that contribute to the perception of it in a simple and meaningful way.*
- e) *Pupils make simple, basic, and meaningful inferences from the information in the current content by examining it.*

- f) *Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level.*

ENG.3.4.R4. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply.*

ENG.3.4.V1. Pupils can select and use the target vocabulary of the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils hear/view target vocabulary in the current content as a whole in context.*
- b) *Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearing/watching the target material and source, together with pointing to the pictures displayed in class.*
- c) *Pupils recognise the use of the target words in the target material and source, by listening/watching it several times and seeing how and where the target words are used to describe the current concept.*
- d) *Pupils associate the contextual meanings of target words reinforced and recognised through whole class, group and individual repetition, with pre-existing conceptual meanings in mind.*
- e) *Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class, group and individual repetition.*
- f) *Pupils make use of the semantically related target vocabulary in a spontaneous, authentic and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge (in Turkish in his/her mind).*
- g) *Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends, family and other people outside the school by being aware of their differences.*

ENG.3.4.G1. Pupils can select and use the language including target grammatical elements of the current content about “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils become familiar with the current content by listening, viewing, and reading it several times.*
- b) *Pupils reinforce familiarity with the target content by listening to/watching it several more times if necessary, through the recognition of actions involved in it.*
- c) *Pupils listen to/watch an audio/visual/written presentation of current content with target language chunks representing target language use, narrated through body language and verbal repetition.*
- d) *Pupils gain auditory/visual awareness by listening/watching/reading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition.*

- e) *Pupils repeat target language chunks many times in the current auditory/visual/written context many times, without knowing, analysing, or thinking about their rules, verbally, automatically and by pointing.*
- f) *Pupils repeat the auditory/visual/written content containing target language chunks many times automatically, naturally, and verbally within short, simple, and meaningful sentences without knowing, analysing, or thinking about their rules.*
- g) *Pupils act out physically the language chunks in the heard/viewed/seen content without knowing, analysing, or thinking about their rules.*
- h) *Pupils repeat the language chunks in the auditory/visual/written content automatically and act them out simultaneously and physically without knowing, analysing, or thinking about their rules.*
- i) *Pupils automatically select and use similar target language chunks related to the current content heard/seen/read in oral communication without knowing, analysing, or thinking about their rules.*

ENG.3.4.W1. Pupils can get ready for the writing-expression process about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” in an age- and level-appropriate way.

- a) *Pupils activate their pre-existing knowledge and experiences used in the initial processes of listening/viewing (and/or reading) and associate it with the current content in a simple way.*
- b) *Pupils understand correctly what the current writing task is as guided and assigned.*

ENG.3.4.W2. Pupils can copy the model/example on the writing task about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” based on the model/example provided to practise for further writing activities.

- a) *Pupils rewrite model/example content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills.*

ENG.3.4.W3. Pupils can organise and form a content for the assigned writing task on the current content “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” based on the model/example provided.

- a) *Pupils organise a very simple, short, and meaningful content for a prepared and/or unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type, age, and language level.*

ENG.3.4.W4. Pupils can practise writing by constructing content for the assigned writing task on the current content “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”.

- a) *Pupils use materials, structural features, discourse forms, and punctuation appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task.*
- b) *Pupils select and use target words, language chunks, and social language expressions appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task related to the theme.*
- c) *Pupils express simple messages clearly for a prepared and/or unprepared writing task related to the current theme.*

ENG.3.4.W5. Pupils can reorganise and use information by reconstructing it in the new written tasks about the “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” to communicate with other people.

- a) *Pupils use similar information from the current content in different contexts by simply, meaningfully and individually reorganising it.*

- b) *Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others.*

ENG.3.4.W6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply.*

ENG.3.4.S1. Pupils can get ready for speaking-expression process about the current content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” with the help of supplementary audio-visual materials.

- a) *Pupils become familiar with model/example content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listening/watching/reading and associating it with the current content.*

ENG.3.4.S2. Pupils can imitate the model/example for producing verbal content about the current theme on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”.

- a) *Pupils become familiar with the model/sample content through repetition and imitation in context while and after listening (to)/watching it with the help of audio-visual aids.*

ENG.3.4.S3. Pupils can organise simple new verbal content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” by speaking accurately, efficiently, and authentically.

- a) *Pupils design simple new verbal content by imitating model/sample content for prepared and/or unprepared speaking situations based on the model/sample that was listened (to)/watched earlier.*
- b) *Pupils organise simple new verbal content by imitating model/sample content for prepared/unprepared speaking situations, appropriate to the model/sample, context, age, and language level.*

ENG.3.4.S4. Pupils can form a simple new verbal content on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” through reconstruction by speaking accurately, efficiently, and authentically.

- a) *Pupils select and use accurate pronunciation, discourse forms, target words and language chunks for prepared and/or unprepared speaking situations, by imitating model/example content, appropriate to age and language level.*
- b) *Pupils select simple and contextually appropriate content/information quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the model/sample, age, language level, and context (question-answer, pointing and saying, selecting and saying, etc.) within the given (thinking) time.*
- c) *Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way (short monologues, dialogues, show and tell, pantomime drama, etc.).*
- d) *Pupils express messages in a concrete, simple and clear way for the listener in prepared and/or unprepared speaking situations together with mimics, gestures, and body language.*

ENG.3.4.S5. Pupils can reorganise and use information about the current theme on “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” by reconstructing it to communicate with other people.

- a) Pupils use the presented information in different contexts in a simple, natural, accurate and necessary way by reorganising it individually and verbally.*
- b) Pupils engage in verbal communication by sharing the reconstructed meaningful information with others.*

ENG.3.4.S6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “family life with family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process in a very simple way.*
- b) Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way.*

CONTENT FRAME

FAMILY LIFE:

Sub-themes: Family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members

Target Vocabulary in Use (with revisional vocabulary):

Family members: A cousin, an aunt, an uncle, a parent, a grandparent, a grandson, a granddaughter, a girl, a boy, a child, children, a man, men, a woman, women, dad, mum (mom-AmE.), a kid.

Daily routines: To wake up, to wash face, to brush teeth, to put on (a dress), to have breakfast, to go to school, to work, to study, to have lunch, to go home, to have dinner, to watch TV, to read a book, to play games, to do homework, to go to bed.

Hobbies: To swim, to play basketball/football, to play the guitar/piano/violin, to play chess.

Chores /housework: To cook, to prepare, to clean, to iron, to wash (the dishes), to make (the bed), to help (mother/family/ etc.), to put the garbage out (to take out the trash-AmE.).

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Language Chunks in Use:

Language Chunks: ("To be Present"): (How old is your mother? She's/is thirty-five years old. Is this her birthday today? Yes, it's/is her birthday today).

Function: Asking and answering about ages, birthdays and celebrations.

Language Chunks: ("The Simple Present Tense"): (What does she do every morning? She prepares breakfast every morning. What do you do at home? I clean my room every morning).

Function: Describing habitual actions and routines.

Language Chunks: ("Can/can't"): (My father can cook. My father can't cook)

Function: Describing ability for personal life.

Language Chunks: ("Could"): (Could you help me, please?)

Function: Asking for requests.

Question word: How often?

Function: Asking about frequency of actions.

Adverbs of time: Every, sometimes, always, often, never.

Function: Indicating the frequency of actions or events.

Adverbs of manner: Well

Function: Describing how an action is performed.

Conjunctions: But

Function: Connecting contrasting ideas or statements.

Target Social Language in Use:

Can I have some water, please?

Let's eat together!

That's so cool.

Do me a favour!

Give me a hand!

No problem!
I hope you will.....
It's my pleasure!
Follow me!

Target Phonological Sounds in Use:

Vowel: o

Consonants: k, l, m, n, p

Vowel: o: (/əʊ/, /ɒ/,)

Consonants: k: (/k/); l: (/ɛl/ /l/); m: (/ɛm/, /m/); n: (/ɛn/, /n/); p: (pi:/ /p/)

*No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The concept of “family life” is present in almost all languages because it is one of the most basic parts of human beings’ lives and almost all children in different parts of the world have families. People who start to learn a new language bring with them their previous/pre-existing knowledge and transfer it to their new language learning. So, a primary school pupil in year 3 will know what “a family and family life” mean as a concept but will not know its equivalents in another language if it has not been covered in their existing foreign language curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn it more easily in a foreign language, English in this case.

Key Concepts:

Ages, routines, chores, daily routines and chores, hobbies, abilities, members, family, family members, ages of family members, daily routines of family members, chores of family members, daily routines and chores of family members, hobbies of family members, abilities of family members, hobbies and abilities of family members.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Pupils will write a project about “Family Life” to share details about their family members and daily routines. In their project, they will write about four things: family members and their physical features, daily routines, hobbies and interests, and chores. First, they will introduce their family members, such as their parents, siblings, or extended family like grandparents or cousins. They will describe each family member using descriptive words, such as their height, hair colour, or special traits. Next, they will write about the daily routines of at least three family members. For example, they can describe what time someone wakes up, goes to school or work, and other activities like having meals or watching TV. Then, they will talk about their family’s hobbies and interests. For example, a family member might enjoy playing basketball, cooking, or playing a musical instrument. Finally, they will describe the chores different family members do at home, such as cooking, washing dishes, or taking out the garbage. They can draw pictures, create a family tree, or add stickers to make their project more creative. When their project is ready, they will present it to the class and talk about their family. The class will rate the presentations through the rating scales or checklists given by the teacher.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the pupils’ knowledge of the “family life” with its components such as “family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” in their own language. As the pupils are 8-year-old primary school children, they can know what family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members mean in their own language and to be able to express them in their own language.

However, they would not know them in a foreign language, in this case English, if they were not covered in their existing school curriculum. This knowledge in their own language would prepare them to identify the same concepts in their foreign language, English, without speaking any Turkish. It is assumed that they have learnt how to ask what things are and how to introduce them using language chunks such as “How old is your mother? She’s/is thirty-five years old. Is this her birthday today? Yes, it’s/is her birthday today. What does she do every morning? She prepares breakfast every morning. What do you do at home? I clean my room every morning” in English from the previous themes and/or year. These chunks can be used as a basis for learning the new language chunks in the current theme making the new chunks easier to learn. This can be an activity such as a short game, a physical activity, listening to a song/chant/rhyme and so on which will not require any English knowledge and also there will not be a need to speak Turkish.

Pre-Evaluation Process

It is expected that pupils’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about “family life” as a concept in English. Some previous themes from previous years would be helpful as a basis for moving on and learning the current content on the concept of “family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”. Therefore, a dialogue game can be played to revise “family life, family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” they learnt before. Some language chunks such as “Can I have some water, please? Let’s eat together! That’s so cool. Do me a favour! Give me a hand! No problem!” are also revised by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use previously learnt vocabulary and language chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics and/or checklists.)

Establishing Links

Pupils are asked to recall the current (theme) concept of “family life” and its components such as “family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”, by remembering their previous/pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without translating anything until they start learning the target words in the current concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept various visual materials such as a short digital cartoon, a picture, a poster can be prepared and shown (it can be a paper picture format if there are technological problems) before the main teaching/learning flow of the lesson begins. The pupils are facilitated through the materials they have learnt the concept of it in the previous years with various activities. Then they are asked in simple English what was it about. They get help from the teacher to be able remember and say. For example the teacher could show the pictures with the words next to them so that pupils can remember some vocabulary and language chunks from the previous years. The teacher asks them to wait until they see the next visual, which is the main entry material of the theme, the introductory digital story, without asking any further questions.

One of the example practices could be to point correctly to a picture of the current concept in it when they are given instructions by the teacher in simple English. Pupils give responses by pointing out relevant so-called pictures without speaking any Turkish but only in very simple English or with mimics and gestures. In this way, connections are made between pre-existing knowledge about the current theme (in their minds) in their own language and the present information about the concept through meaningful contextualised activities with visuals within the theme.

Learning-Teaching Practices

WARM UP TO THE WHOLE THEME FOR WELL-BEING

Before starting to work on the theme, to prepare the pupils emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the pupils feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as playing a short game, doing a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, saying a tongue twister, etc. that has no relation or connection to the current theme and does not require any knowledge of English. This is done only for fun and relaxation. This is done only for fun and relaxation **(D2.5, SELS2.1, V12.1, LS2, LS4)**.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME:

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around a central topic and sub-themes, allowing pupils to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where pupils engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.3.4.L1

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: After having an activity about the current theme during the background recall session, pupils can have a vision of “family life” in their minds, so a further concept check would help them prepare for the current theme **(D3.2, SELS1.1, V3.2, LS1, CS2.11, CS2.16.2)**. For instance, the teacher could bring into the classroom and show a cardboard model of a school and sets of pictures about the components of it. The teacher then asks the pupils to point to the pictures in or on the model. She/He asks what they think the topic of the main context of the theme, the introductory digital story, that they are going to watch is about **(V3.3, LS2, LS4, CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme. It is both an entry material and the main context to the whole theme at the same time. (A 3-D model of family life can also be created using Web 2.0 programmes. They can guess the sub-concepts of family life, so they can easily understand that the current theme will be “family life” **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.4, LS1, LS2, LS4, CS2.10, CS2.17)**).

ENG.3.4.L2

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: To have access to the current theme, the teacher asks the pupils to watch the introductory digital story carefully recalling the pictures shown earlier **(CS2.11)**. The introductory digital story is watched to identify the target theme “family life with (extended) family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” as a whole, without stopping the video at any point, so that the pupils can understand the theme/topic holistically **(D3.2, SELS1.1, V2.1, V2.4, V3.3, V8.3, V15.2, LS1, LS2, LS4, LS5, CS2.14, CS2.16.2)**.

ENG.3.4.L3

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw the pupils' attention to the content about family life and its relevant components, some pictures are brought into the classroom by the teacher. The teacher brings necessary number of large boxes for the pictures (some symbols are stuck on the boxes for family life with (extended) family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members) and puts the boxes on the table. She/He puts the corresponding picture into the related box when the corresponding vocabulary is mentioned in the introductory digital story without stopping the video while the pupils watch the story (**V2.1, V2.4, V3.3, V8.3, V15.2, LS1, LS5**). When they have watched the whole story, the teacher shows the items in the boxes on the table and asks some simple display questions about it. In this way, the teacher could carry out a monologue and also engage in a dialogue with the whole class to check that they have recognised the theme as a whole through its components, which can be used to check their learning as described in item (8) in the section "Indicators for Learning (**D1.2, D1.6, SELS2.1, V4.2, V6.1, LS2, LS4, CS2.8**).

After watching the introductory digital story, the teacher takes all the pictures out of the boxes and puts them back on the table again and says the word "family life" several times aloud, and the pupils repeat after her/him. In this way, the main vocabulary of the theme "family life" is introduced to the pupils in English.

To remember the sequence of the scenes with the parts, places, and people in the "family life" in the introductory digital story, the teacher shows the mixed images/pictures of the scenes on the Smart Board and asks the pupils to look at the images/pictures of these scenes for a while (**CS2.3**). She/he then asks them to order the scenes in pairs with the mixed paper pictures she has already given to the pupils (**SELS2.2, V3.4, V4.2, LS1, LS2**). When the pairs have finished sorting the pictures for scenes of the story, the teacher asks the pupils to take turns or volunteer to order the scenes on the screen of the Smart Board (or the pictures on the blackboard (**SELS1.2, V4.1, V14.1, V20.4, LS4, CS2.6, CS2.10**). This will help the teacher organise the story as a whole so that the pupils can identify the main theme and the components of the theme through their memories (**D1.2, D1.6, D2.3, CS2.12**).

ENG.3.4.L4

REFLECTING ON THE LISTENING/WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V7.2**). Some volunteer pupils express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, V20.4, LS5, LS6**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V10.3**).

ENG.3.4.P1

RECOGNITION OF TARGET PRONUNCIATION: To recognise the pronunciation of the new target words, language chunks, and social language expressions about the theme "family life with (extended) family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members", the teacher puts on the table the pictures and boxes that she has previously used. She/He holds up each picture and asks the pupils to repeat each word aloud a few times as a whole class after listening to the recordings she/he has prepared beforehand using some Web 2.0 programmes. She/He puts the picture in the correct box about the group corresponding to the word while repeating the words with the whole class (**V2.1, V2.4, V3.4, V8.3, V15.2, LS1, LS4, LS5, CS2.16.3**). The teacher could offer variations with some techniques, such as showing the picture of the target words about school to the pupils to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both. To help the pupils pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers, using the shadow technique, in which pupils immediately repeat whatever the teacher is saying or the story, without pausing (**D1.3, SELS1.2, SELS2.1, V3.4, V7.1, LS2 CS2.14**).

ENG.3.4.P2

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be extended with different forms of TPR activities, e.g. first the teacher says the target words for the school and its components, the pupils listen; then the teacher says the target words and acts them out, the pupils repeat after her/him (**SELS2.1, CS2.6**). Then the teacher and the pupils say the target words and act them out together at the same time. Then the pupils say the words, and the teacher acts them out (**V3.4, V4.2, V15.1, LS4**). These “family life”-related actions can be done through the actions which can be done in the school, but they are only used for acting without teaching them as verbs in English. For instance, they can pretend to do things according to the topic. As a variation, they can also repeat the words after the teacher happily, sadly, angrily etc. using different tones of voice through TPR techniques (**SELS2.3, V11.1, V12.2, LS5, CS2.9**). Then some groups of pupils say the words, some groups of pupils act them out. While doing the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom. Some action sequences are also created through which the pupils can practise the social language expressions of the theme in a fun way by repeating, pointing, and miming in several games. Several fun pronunciation games could be played, such as Simon says, where pupils whisper a target word into the ears of their peers forming a chain and the last person says it aloud and the class checks if the word is pronounced correctly or not (**D2.5, SELS2.1, SELS2.2, V4.3, V4.4, V6.2, LS6, CS2.12**). Their learning is evaluated as described in items (1) and (2) in the section “Indicators for Learning”.

ENG.3.4.R1

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading activities throughout the theme when and where necessary with precise techniques and the necessary amount. Reading is quite limited for this age group and it is done in two ways in the theme, by using a short extract from the written version of the introductory digital story and/or additional short reading texts in reading sections of the teaching materials to be used. The texts are very short, precise, and simple, as they are limited reading texts. Various reading styles including reading aloud, chorus reading, silent reading, and speed reading are used as main styles. Basic reading techniques such as skimming, scanning, and reading for detail are used in very simplified ways. Pre-reading, while-reading and post-reading phases are used in a simplified and age-appropriate way in the theme. The ultimate aim of reading practice is to increase comprehension, improve fluency, develop pre-critical thinking skills, support the ability to comprehend and help talk/write about the content in a meaningful and communicative way. In this way pupils’ language and communicative competence improve gradually (**V3.2, LS1, LS4, CS2.3, CS2.6, CS3.3**).

For the initial stage of reading, the teacher asks the pupils to look at quickly the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme on “family life with (extended) family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” (**V2.1, V2.4, V3.3, V8.3, V15.2, LS2, LS4, LS5, CS2.8**). At this stage, the teacher could ask the pupils to read the title/heading of the content and ask the pupils which words they already know, and which come to mind in connection with the title by showing them a list of words and corresponding pictures to choose the ones they know (**SELS1.1, V3.4, LS1, CS2.16.2**). She/He reminds them not to ask for the meanings of new words or the words they do not know. She/He reminds them that this is only a recalling activity to check the words they know and that there will be time to work on the new words of the new theme later (**D3.2, D3.6, V12.1, CS2.10, CS2.12**).

ENG.3.4.R2

BRINGING INFORMATION TOGETHER THROUGH READING: To see the written forms of the target words and to do some simple reading, the teacher asks the pupils to look at the Smart Board where she/he shows a 3-D house model of “family life” (that she/he has used earlier). Next to each item, the written form of the word is provided on the model. The teacher asks the pupils to read the words first silently. The teacher then points

to a word at random and asks the pupils to read it out loud as a whole class. Then she/he invites volunteers to come to the board and they point to different words and the rest of the class read them aloud as a chorus (D2.3, SELS1, V3.4, V4.2, V20.4, LS1, LS2, LS4, CS2.12).

ENG.3.4.R3

MAKING MEANING THROUGH READING: The teacher then shows (a short extract from) the written version of the introductory digital story (or another text about the theme) on the blackboard/smartboard. She/he asks the pupils to read after her/him using the shadow reading technique as a whole class. She/He could also try different versions such as pyramid reading or radio reading techniques (reading silently for a while and then aloud, then silently, and so on) which are the combinations of silent and aloud reading using rhythms as prompts (V3.4, V7.2). After reading the words/word groups/clauses in the content, pupils proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (SELS2.1, V3.3, LS1, LS4, CS2.14). From display to communicative open-ended, various types of questions are used to understand the meaning of the short and simple texts about “family life with (extended) family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” (SELS3.1, SELS3.2, V2.1, V2.4, V8.3, V15.2, LS5). During this process pupils work collaboratively to exchange information, thoughts, and feelings (SELS2.2, V4.2, CS2.6). This is evaluated as described in items (6), (7), (8), and (9) in the section “Indicators for Learning”.

ENG.3.4.R4

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY:

The teacher asks pupils to think about the reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (SELS1.3). Some volunteer pupils express what they think and feel about them (V20.4, CS2.15). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V12.2, LS1). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (V4.4, V10.3).

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, pupils remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions (SELS1.1, V3.2, LS1, LS2, LS4). As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme.

ENG.3.4.V1

RECOGNITION OF THE TARGET VOCABULARY: To introduce the meaning of the vocabulary related to the theme “family life with (extended) family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members”, the teacher asks the pupils to watch the introductory digital story again. A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help pupils to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some pictures for the vocabulary about the main components of the theme that take place in the story/text (V2.1, V2.4, V3.3, V3.4, V8.3, V15.2, LS5). Pupils circle or tick the ones that they have heard, seen and scanned (quickly read) in the story/text. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (D3.2, D3.6, CS2.4, CS2.6, CS2.7). Then, from the beginning, whenever an item related to “family life” is mentioned, the teacher stops the video and asks a question in the form of two options by showing their pictures (CS2.16.1, CS2.6). By guessing what they are based on the pictures, the scene, and the sound, pupils hear the English equivalents of the words for the family life with (extended) family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members, and they answer as a whole class. In this way, they are introduced to the meaning of the target words (D1.1, V2.1, V2.4, V8.3, V15.2, LS5, CS2.10). This

is done in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)**(3) and (8) in the section "Indicators for learning" **(V4.2, V14.1, LS1, LS2, LS4)**.

ENG.3.4.V2

SELECTION AND USE OF TARGET VOCABULARY: To check whether the pupils are aware of the components of the main theme "school", the teacher prepares an activity using the Web 2.0 program with images/pictures of components of "family life". She/He prepares three boxes on one side of the screen and mixed images/pictures for target vocabulary related to the theme "family life" on the other side. She/He asks the pupils to look at the mixed pile of images/pictures on the Smart Board screen and scan them for a while to remember them **(CS2.4)**. She/He asks the pupils to drag the objects about the components of the theme into the correct box on the screen. The boxes have the words for each component represented on them with symbolic pictures. The pupils are given the cut-out pictures and a large sheet of paper with the pictures of empty boxes. The teacher asks them to work in pairs and put the cut-out pictures in the right box and ask each other several display questions **(CS2.5)**. When the pupils have finished working with the cut-outs and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures as the components of the theme "school" to the correct empty boxes on the screen **(SELS1.2, CS2.5)**. In this way, images/pictures that are relevant to the concept of "family life" are consolidated through categorisation. The same activity can be done with real pictures on the white/blackboard if there is a problem with technology. To practise the meanings of the target words about the school, the teacher places several pictures for them in the different parts of the classroom. She/He then puts some flashcards with the target vocabulary for "family life" on the blackboard/whiteboard. She/He takes a flashcard at random and shows it to the pupils. Pupils, working in pairs, look at the flashcard, decide which picture on the classroom walls is relevant, they go to the picture together, pin the flashcard to the noticeboard and say the word together first in pairs, and then as a whole class **(SELS2.1, SELS2.2, V3.4, V7.1, LS1, LS2, LS4, CS2.5)**. To consolidate the meanings of the new vocabulary items for the concept of "school", the teacher could organise several activities in pairs and groups with pictures and flashcards such as Bingo, Pelmanism, King's game, Odd One out, Simon Says etc. **(SELS2.2)**. These activities are closed and controlled so that pupils can practise the current (new) vocabulary about the current context in the beginning but later they work with simple and easy open-ended and communicative activities **(D2.5, SELS3.1, V4.2, V7.2, LS5)**. This is evaluated as described in items (1), (2), (3), (8), (9), and (10) in the section "Indicators for learning".

The teacher asks the pupils to copy the words in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other's spelling using the words written on the model school on the blackboard/smartboard **(SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS1, LS4)**. This is evaluated as described in items (3) and (4) in the section "Indicators for Learning".

ENG.3.4.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the pupils' attention to the target language chunks of the theme, the introductory digital story is played so that the pupils can notice the target language chunks about the theme "family life with (extended) family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" **(D3.2, V2.1, V2.4, V8.3, V15.2, LS5, CS2.2)**. While the pupils watch the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the pupils to do the same **(CS2.14)**. She could hold up large pictures and ask the pupils questions about the pictures with the target chunks expecting the pupils to ask and answer by using the target chunks. To check the pupils' identification of the target language chunks, the teacher shows some picture strips that she/he has prepared for this activity, using some Web 2.0 programmes, after the pupils have watched the introductory digital story and imitated the actions and said the target language chunks. She/He asks the pupils to listen to her/him saying a target language chunk and then to look at the screen and say "Stop!" when they see a scene in the picture strips with the target chunk that the teacher has just said **(SELS3.1, CS2.7)**. The teacher stops if the pupils are correct, but not if they are not **(V3.3, V4.1, V7.1, LS1, LS2, LS4)**.

ENG.3.4.G2

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate pupils' practice with the target language chunks, the teacher prepares necessary number of headings on the screen with symbols for the components of the theme, "family life with (extended) family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members", and writes the appropriate language chunks to be used with each of the groups. She/He also provides the vocabulary items on the Smart Board screen. The teacher wants the pupils to think for a while and talk with their peers about which target words can be used in which language chunk group (**SELS2.2, V2.1, V2.4, V3.1, V8.3, V10.3, V15.2, LS1, LS4, LS5, CS2.4**). Then the pupils go to the board and move the words under the correct heading and say the complete sentence with the target words and the chunks. They are then asked to say a sentence with the target chunk aloud as a class. Each sentence is repeated after each pair. Their learning can be checked as described in items (5), (8), and (9) in the section "Indicators for Learning". The same game can be played with pictures on the blackboard if there are technological/technical problems (**D2.5**). To organise the pupils' further practice to consolidate the target language chunks, the teacher could create some action sequences in context by repeating, saying, and acting out with different activity bundles where their learning can be checked as described in items (5), (8), (9), and (10) in the section "Indicators for learning" (**CS2.13**). There is no analysis or teaching of grammatical structures at this stage. Pupils can automatically, spontaneously, and naturally select and use the target language chunks in the current context (**SELS3.1, V3.4, V4.2, V7.1, LS5, CS2.3, CS2.4, CS2.16.2**). For consolidation of the target language chunks, the teacher can facilitate more fun activities and games so that the pupils can practise and consolidate them (**V4.4, V7.2**).

ENG.3.4.W1

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Writing activities help pupils produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "family life with (extended) family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" as in other themes. Writing activities are arranged according to age and level so they are quite limited and are gradually expanded (**V2.1, V2.4, V3.2, V3.4, V8.3, V15.2, LS1, LS4, LS5**).

ENG.3.4.W2

COPYING FROM THE MODEL: Initially, pupils produce very limited and short pieces of writing, such as words and word groups to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening/watching and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat, answering simple questions with a limited number of words, or simply explaining in context what they hear and see and what they are asked to do. They are provided a written model/example to copy. By copying a simple written model, they get used to seeing and using the target words, language chunks, punctuation, spelling and so on in written language (**D3.1, SELS3.1, V3.4, LS1, CS2.4, CS2.16.3**). To further practise guided and copied writing, the teacher gives all the pupils some paper/cardboard to make a model school in groups (**SELS2.1, SELS2.2**) (of two, three, four etc.) and to write the names of the vocabulary items about "family life with (extended) family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members" next to their drawings on the model related to family life. The teacher asks them to look at the Smart Board screen with the model related to family life that she/he has made earlier so that the pupils can easily copy the target words for the items as described in item (3) in the section "Indicators for Learning" (**V2.1, V2.4, V4.4, V7.3, V8.3, V15.2, LS4, LS5**).

ENG.3.4.W3

CREATING CONTENT BASED ON THE MODEL: For practising more with the written forms of the target words, language chunks, and the social language for the theme, new contexts are created in the form of a new animated short story or a dialogue for the pupils to practise further by seeing/hearing/reading/writing (copying) the target words and language chunks about the concept of “family life” in fun, enjoyable, varied, and versatile activities. This new content is contextual, simple, practical, and appropriate to the pupils’ age and language level (D1.2, D1.6, SELS3.2, V3.4, V4.2, V4.4, LS1, LS4, CS2.20).

ENG.3.4.W4

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Pupils are encouraged to produce a variety of written products such as clauses, sentences, acronyms, messages, posters, e-mails, poems, songs and so on to express their ideas, thoughts, and feelings (D2.5, SELS3.2, CS2.13). All the content is expected to be contextual, practical, authentic, real, and appropriate to the pupils’ age, interests, and language level (V3.4, V7.2, LS1, LS4).

ENG.3.4.W5

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Pupils interact and communicate with peers and/or other people inside or outside school by using the written language including the target words, language chunks, and the social language for the theme “family life with (extended) family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” from simple to more expanded versions in their writing (SELS2.2, SELS2.3, V2.1, V2.4, V4.2, V8.3, V15.1, V15.2, LS1, LS4, LS5, CS2.20). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce simple digital materials and projects at school and at home in a variety of ways (D3.3, SELS3.2, SELS3, V3.4, V7.2, V11.1, LS2, CS2.20). These activities can be evaluated as described in items (8), (9), (10), (11), and (12) in the section “Indicators for Learning”.

ENG.3.4.W6

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process in simple ways, for instance by using emoticons, symbols, drawings, charts etc. (D1.5, SELS1.3, V4.2, LS1, CS2.15). Pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs (D2.4, D3.5, V12.1, V15.1, SELS2.2). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (V10.3, LS4).

ENG.3.4.S1

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance pupils’ learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures, and the social language expressions of the theme about “family life with (extended) family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” (V2.1, V2.4, V3.2, V4.2, V8.3, V15.2, LS1, LS4, LS5).

ENG.3.4.S2

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, pupils recognise the language with the target language items through the models (CS2.6). They practise the language in a controlled way, by telling, repeating, and imitating what they hear and see in the context (D1.3, D3.2, SELS3, V3.4, LS1, LS4, CS2.4). The spoken content of the model becomes a path for them to follow.

ENG.3.4.S3

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new and simple photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the pupils to talk about them for practising further through questions, explanations, inferences etc. (D1.3, SELS3.2, V3.4, V7.1, LS1, LS4, CS2.13).

ENG.3.4.S4

CONSTRUCTING SPOKEN MATERIALS: Pupils are encouraged to produce several spoken products related to the extended contexts such as simple dialogues, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “family life with (extended) family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” (SELS2.2, SELS3.2, V2.1, V2.4, V4.2, V8.3, V11.1, V15.2, LS1, LS4, LS5, CS2.20). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings for developing their oral skills (D1.2, D1.6, D3.3, SELS3.2, SELS3.3, V3.4, V7.2, LS2, CS2.20).

ENG.3.4.S5**RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING:**

Pupils communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (SELS2.3, CS2.20). Picture strip stories can be used at the end of each theme to provide a consolidation and revision. These new contents created are contextual, practical, authentic, real, and appropriate to the pupils’ age, interests, and language level. Storification, drama, and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme (V3.4, V15.1, LS1). Pupils are encouraged to produce several spoken products related to the extended contexts such as dialogues, show and tell activities, acting out activities to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “school life” and its components such as “(extended) family members; ages of family members; daily routines and chores of family members; hobbies and abilities of family members” (SELS2.2, SELS3.2, V2.1, V2.4, V4.2, V7.2, V8.3, V15.2, LS4, LS5, CS3.1, CS2.20). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (D2.5, D3.3, SELS3.2, SELS3.3, V11.1, LS2, CS2.20). These are evaluated as described in items (7), (8), (9), (10), (11), and (12) in the section “Indicators for Learning”. Then they can expand their language use and practise by communicating with others.

ENG.3.4.S6

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process (SELS1.3, V4.2). Some volunteer pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (SELS1.2, SELS2.2, V12.1, V20.4, LS1, LS4 CS2.15). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (V4.3, V10.3).

TEACHER REFLECTION: She/He can keep a class journal in which she/he makes notes about what worked or didn’t work in teaching the theme and pupils’ learning and the potential reasons for this to find solutions. She/He can ask a colleague to observe her/his lessons and give feedback on the lessons (peer observation). She/He can also discuss the whole teaching process with her colleagues to specify the challenges faced throughout the whole current theme.

DIFFERENTIATION

Expansion

Objective: To talk about family members and physical appearances in English by using the target vocabulary and target chunks.

Activity 1: The teacher hangs the flashcards of the family members and physical characteristics in two separate groups on the board. After hanging them on the board, the teacher says each word in a normal voice and asks the pupils to repeat it. In the next round, if she/he whispers the word, she/he asks the pupils to repeat it loudly, and if she/he says it loudly, she/he asks them to repeat it in a whisper. When the word repetitions are completed, she/he asks one of the pupils to come to the board and throw the ball first to the family member pictures and then to the pictures related to physical appearances. She/He asks the pupil to make sentences about the words that the ball lands on. Example: "My cousin is young". Then they reflect on the activity by clapping loudly or softly. The teacher provides positive feedback to encourage them. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Supporting

Objective: To talk about family members and physical appearances in English by using the target vocabulary and target chunks.

Activity 2: The teacher hangs the flashcards of the family members and physical characteristics in two separate groups on the board. After hanging them on the board, the teacher says each word in a normal voice and asks the pupils to repeat it. In the next round, if she/he whispers the word, she/he asks the pupils to repeat it loudly, and if she/he says it loudly, she/he asks them to repeat it in a whisper. When the word repetitions are completed, she/he asks one of the pupils to come to the board and throw the ball first to the family member pictures and then to the pictures related to physical appearances. She/He asks the pupil to say the words that the ball lands on. Example: "cousin" "young". Then they reflect on the activity by clapping loudly or softly. The teacher provides positive feedback to encourage them. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 5: HOMES & HOUSES & THE NEIGHBOURHOOD

Sub-themes: Life in the countryside; farmhouses and farm animals; activities and chores on a farm

This theme is centred on the concept of “homes, houses and the neighbourhood” and covers the sub-themes of “life in the countryside; farmhouses and farm animals; activities and chores on a farm”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 10

FIELD SKILLS AND SUPPORTIVE SKILLS FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Gramming: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V14. Respect, V15. Love and Affection, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy

INTERDISCIPLINARY**RELATIONS**

Turkish, Maths, Life Study/ Science of Life, Visual Arts, Music, Physical Education and Games

INTERSKILLS

CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 3 is structured based on holistic approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.3.5.L1. Pupils can get ready for the listening/watching-comprehension process for the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”.

- a) *Pupils activate their pre-existing knowledge and experiences related to the current theme and content, by recalling it in her/his own language in their minds.*
- b) *Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content, by responding to simple questions with physical actions without speaking Turkish or without having a translation.*
- c) *Pupils make simple predictions about the current content, by using pre-existing knowledge and experience based on the realia, pictures and context.*

ENG.3.5.L2. Pupils can bring information about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” together with key details and main components while listening/watching it.

- a) *Pupils make simple predictions about the current content based on the surrounding audio/visual elements scattered around the classroom in relation to the current theme.*
- b) *Pupils comprehend the topic of the current content by listening (to)/watching it as a whole without having intervals.*
- c) *Pupils recognise concrete/simple/basic details and components within the whole introductory content by watching and listening to it by noticing the basic components.*

ENG.3.5.L3. Pupils can make meaning of/derive meaning from the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” through details by listening/watching it carefully.

- a) *Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept.*
- b) *Pupils locate the components of the current content within the whole by listening and watching it.*
- c) *Pupils make simple and basic classifications of the current content when necessary by grouping components, words, and other aspects with the help of visuals.*
- d) *Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components, words, and other aspects with the help of visuals.*
- e) *Pupils recognise very concrete/simple/basic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components.*
- f) *Pupils internalise the current content personally in an age- and level-appropriate manner, recognising that it is about her/his present life at school.*

ENG.3.5.L4. Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” in a very simple way.

- a) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content in a very simple way.*
- b) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content by sharing them with others in a very simple way.*

ENG.3.5.P1. Pupils can select and use the target phonological elements of the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others.

- a) *Pupils listen to/watch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Pupils recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Pupils use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG.3.5.R1. Pupils can get ready for the reading-comprehension process about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”.

- a) *Pupils activate their pre-existing knowledge and past experiences related to the current theme and content.*
- b) *Pupils recognise simple and basic relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Pupils make simple preliminary predictions about the current content based on recognised relationships.*

ENG.3.5.R2. Pupils can bring information about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it.*
- b) *Pupils grasp the topic of the current content generally by looking at the surrounding audio/visual materials quickly through skimming.*
- c) *Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning.*

ENG.3.5.R3. Pupils can make meaning of/derive meaning from the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” by reading it carefully.

- a) *Pupils check the current content in detail for the accuracy of initial predictions that are made earlier.*
- b) *Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- c) *Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- d) *Pupils recognise basic horizontal/vertical relationships within the current content that contribute to the perception of it in a simple and meaningful way.*
- e) *Pupils make simple, basic, and meaningful inferences from the information in the current content by examining it.*

- f) *Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level.*

ENG.3.5.R4. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply.*

ENG.3.5.V1. Pupils can select and use the target vocabulary of the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils hear/view target vocabulary in the current content as a whole in context.*
- b) *Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearing/watching the target material and source, together with pointing to the pictures displayed in class.*
- c) *Pupils recognise the use of the target words in the target material and source, by listening/watching it several times and seeing how and where the target words are used to describe the current concept.*
- d) *Pupils associate the contextual meanings of target words reinforced and recognised through whole class, group and individual repetition, with pre-existing conceptual meanings in mind.*
- e) *Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class, group and individual repetition.*
- f) *Pupils make use of the semantically related target vocabulary in a spontaneous, authentic and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge (in Turkish in his/her mind).*
- g) *Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends, family and other people outside the school by being aware of their differences.*

ENG.3.5.G1. Pupils can select and use the language including target grammatical elements of the current content about “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils become familiar with the current content by listening, viewing, and reading it several times.*
- b) *Pupils reinforce familiarity with the target content by listening to/watching it several more times if necessary, through the recognition of actions involved in it.*
- c) *Pupils listen to/watch an audio/visual/written presentation of current content with target language chunks representing target language use, narrated through body language and verbal repetition.*
- d) *Pupils gain auditory/visual awareness by listening/watching/reading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition.*

- e) *Pupils repeat target language chunks many times in the current auditory/visual/written context many times, without knowing, analysing, or thinking about their rules, verbally, automatically and by pointing.*
- f) *Pupils repeat the auditory/visual/written content containing target language chunks many times automatically, naturally, and verbally within short, simple, and meaningful sentences without knowing, analysing, or thinking about their rules.*
- g) *Pupils act out physically the language chunks in the heard/viewed/seen content without knowing, analysing, or thinking about their rules.*
- h) *Pupils repeat the language chunks in the auditory/visual/written content automatically and act them out simultaneously and physically without knowing, analysing, or thinking about their rules.*
- i) *Pupils automatically select and use similar target language chunks related to the current content heard/seen/read in oral communication without knowing, analysing, or thinking about their rules.*

ENG.3.5.W1. Pupils can get ready for the writing-expression process about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” in an age- and level-appropriate way.

- a) *Pupils activate their pre-existing knowledge and experiences used in the initial processes of listening/viewing (and/or reading) and associate it with the current content in a simple way.*
- b) *Pupils understand correctly what the current writing task is as guided and assigned.*

ENG.3.5.W2. Pupils can copy the model/example on the writing task about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” based on the model/example provided to practise for further writing activities.

- a) *Pupils rewrite model/example content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills.*

ENG.3.5.W3. Pupils can organise and form a content for the assigned writing task on the current content “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” based on the model/example provided.

- a) *Pupils organise a very simple, short, and meaningful content for a prepared and/or unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type, age, and language level.*

ENG.3.5.W4. Pupils can practise writing by constructing content for the assigned writing task on the current content “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”.

- a) *Pupils use materials, structural features, discourse forms, and punctuation appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task.*
- b) *Pupils select and use target words, language chunks, and social language expressions appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task related to the theme.*
- c) *Pupils express simple messages clearly for a prepared and/or unprepared writing task related to the current theme.*

ENG.3.5.W5. Pupils can reorganise and use information by reconstructing it in the new written tasks about the “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” to communicate with other people.

- a) *Pupils use similar information from the current content in different contexts by simply, meaningfully and individually reorganising it.*

- b) *Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others.*

ENG.3.5.W6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply.*

ENG.3.5.S1. Pupils can get ready for speaking-expression process about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” with the help of supplementary audio-visual materials.

- a) *Pupils become familiar with model/example content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listening/watching/reading and associating it with the current content.*

ENG.3.5.S2. Pupils can imitate the model/example for producing verbal content about the current theme on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”.

- a) *Pupils become familiar with the model/sample content through repetition and imitation in context while and after listening (to)/watching it with the help of audio-visual aids.*

ENG.3.5.S3. Pupils can organise simple new verbal content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” by speaking accurately, efficiently, and authentically.

- a) *Pupils design simple new verbal content by imitating model/sample content for prepared and/or unprepared speaking situations based on the model/sample that was listened (to)/watched earlier.*
- b) *Pupils organise simple new verbal content by imitating model/sample content for prepared/unprepared speaking situations, appropriate to the model/sample, context, age, and language level.*

ENG.3.5.S4. Pupils can form a simple new verbal content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” through reconstruction by speaking accurately, efficiently, and authentically.

- a) *Pupils select and use accurate pronunciation, discourse forms, target words and language chunks for prepared and/or unprepared speaking situations, by imitating model/example content, appropriate to age and language level.*
- b) *Pupils select simple and contextually appropriate content/information quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the model/sample, age, language level, and context (question-answer, pointing and saying, selecting and saying, etc.) within the given (thinking) time.*
- c) *Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way (short monologues, dialogues, show and tell, pantomime drama, etc.).*
- d) *Pupils express messages in a concrete, simple and clear way for the listener in prepared and/or unprepared speaking situations together with mimics, gestures, and body language.*

ENG.3.5.S5. Pupils can reorganise and use information about the current theme on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” by reconstructing it to communicate with other people.

- a) Pupils use the presented information in different contexts in a simple, natural, accurate and necessary way by reorganising it individually and verbally.*
- b) EPupils engage in verbal communication by sharing the reconstructed meaningful information with others.*

ENG.3.5.S6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process in a very simple way.*
- b) Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way.*

CONTENT FRAME

HOMES, HOUSES & THE NEIGHBOURHOOD:

Sub-themes: Life in the countryside; farmhouses and farm animals; activities and chores on a farm

Target Vocabulary in Use (with revisional vocabulary):

Farm animals: A cow, a donkey, chicken(hen), a goat, a horse, a sheep, a duck, a turkey, a rabbit.

Vocabulary for the house types in the countryside: A farmhouse, a cottage, a barn.

Vocabulary for the countryside: A village, a farm, a field, a tractor, grass, a plant.

Activities/chores on a farm: To feed (animals), to bake, to water (flowers, vegetables, plants), to milk (cows), to garden, to plant (trees, vegetables, flowers), to grow (plants, vegetables, flowers), to collect (eggs).

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Language Chunks in Use:

Language Chunks ("There is/There are"): (What is there on your farm? There's/is a farmhouse on our farm).

(How many cows are there on your farm? There are five cows on our farm).

Function: Describing existence and quantity of objects or entities in a specific location.

Language Chunks ("The Simple Present Tense"): (What do you do on your farm every day? I milk our cows every day).

Function: Describing habitual actions or routines.

Language Chunks ("The Present Progressive Tense"): (What is the farmer doing now? He's/is watering the vegetables now).

Function: Describing actions happening at the moment of speaking.

Adverbs of time: Now, at present, today

Target Social Language in Use:

No way!

No idea.

Fantastic!

Help me!

Why not?

What a surprise!

How beautiful!

Let me...

Cute!

Target Phonological Sounds in Use:

Consonants: q, r, s, t, v

Consonants: q: /kju:/; r: /ɑ:/ (Br), /r/ (AmE.); s: (/s/, /ɛs/, /z/); t: (/ti:/, /t/); v: (/vi:/, /v/)

*No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The concept of “homes, houses and the neighbourhood” is present in almost all languages because it is one of the most basic parts of human beings’ lives and all children in different parts of the world. People who start to learn a new language bring with them their previous/pre-existing knowledge and transfer it to their new language learning. So, a primary school pupil in year 3 will know what “homes, houses and the neighbourhood” mean as a concept but will not know its equivalents in another language if it has not been covered in their existing foreign language curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn it more easily in a foreign language, English in this case.

Key Concepts:

Farmhouses, animals, farm animals, activities, chores, farm, activities and chores on a farm, countryside, life, life in the countryside.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Pupils will create a brochure about “Homes, Houses & The Neighbourhood” with a focus on life in the countryside. In their brochure, they will describe different types of houses such as farmhouses, cottages, and barns, explaining their features and the rural setting around them very simply with pictures and drawings.. They will also simply write about various farm animals like cows, chickens, and goats, detailing their appearance and roles on the farm. The brochure will include very simple information on common farm activities such as feeding animals, milking cows, and planting vegetables, as well as daily chores like watering plants and collecting eggs. To make the brochure visually appealing, pupils will include illustrations or images representing these elements of farm life. Finally, they will present their brochure to the class, sharing their knowledge of the countryside and its way of life. The class will rate the presentations through the rating scales or checklists given by the teacher.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the pupils’ knowledge of homes, houses & the neighbourhood with its components such as “life in the countryside; farmhouses and farm animals; activities and chores on a farm” in their own language. As the pupils are 8-year-old primary school children, they can know what life in the countryside; farmhouses and farm animals; activities and chores on a farm mean in their own language and to be able to express them in their own language. However, they would not know them in a foreign language, in this case English, if they were not covered in their existing school curriculum. This knowledge in their own language would prepare them to identify the same concepts in their foreign language, English, without speaking any Turkish. It is assumed that they have learnt how to ask what things are and how to introduce them using language chunks such as “What is there on your farm? There’s/is a farmhouse on our farm. How many cows are there on your farm? There are five cows on our farm. What do you do on your farm every day? I milk our cows every day. What is the farmer doing now? He’s/is watering the vegetables now” in English from the previous themes and/or year. These chunks can be used as a basis for learning the new language chunks in the current theme making the new chunks easier to learn. This can be an activity such as a short game, a physical activity, listening to a song/chant/rhyme and so on which will not require any English knowledge and also there will not be a need to speak Turkish.

Pre-Evaluation Process

It is expected that pupils’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about “homes, houses and the neighbourhood” as a concept in English. Some previous themes from previous years would be helpful as a basis for moving on and learning the current content on the concept of “life in the countryside; farmhouses and farm animals; activities and chores on a farm”. Therefore, a dialogue

game can be played to revise “homes, houses and the neighbourhood, life in the countryside; farmhouses and farm animals; activities and chores on a farm” they learnt before. Some language chunks such as “No way! No idea. Fantastic! Help me! Why not? What a surprise? How beautiful!” are also revised by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use previously learnt vocabulary and language chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics and/or checklists.)

Establishing Links

Pupils are asked to recall the current (theme) concept of “homes and houses and the neighbourhood” and its components such as “life in the countryside; farmhouses and farm animals; activities and chores on a farm”, by remembering their previous/pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without translating anything until they start learning the target words in the current concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept various visual materials such as a short digital cartoon, a picture, a poster can be prepared and shown (it can be a paper picture format if there are technological problems) before the main teaching/learning flow of the lesson begins. The pupils are facilitated through the materials they have learnt the concept of it in the previous years with various activities. Then they are asked in simple English what was it about. They get help from the teacher to be able to remember and say. For example the teacher could show the pictures with the words next to them so that pupils can remember some vocabulary and language chunks from the previous years. The teacher asks them to wait until they see the next visual, which is the main entry material of the theme, the introductory digital story, without asking any further questions.

One of the example practices could be to point correctly to a picture of the current concept in it when they are given instructions by the teacher in simple English. Pupils give responses by pointing out relevant so-called pictures without speaking any Turkish but only in very simple English or with mimics and gestures.

In this way, connections are made between pre-existing knowledge about the current theme (in their minds) in their own language and the present information about the concept through meaningful contextualised activities with visuals within the theme.

Learning-Teaching Practices

WARM UP TO THE WHOLE THEME FOR WELL-BEING

Before starting to work on the theme, to prepare the pupils emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the pupils feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as playing a short game, doing a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, saying a tongue twister, etc. that has no relation or connection to the current theme and does not require any knowledge of English. This is done only for fun and relaxation. **(D2.5, SELS2.1, V12.1, LS2, LS4).**

INTEGRATION OF LANGUAGE SKILLS IN THE THEME:

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around a central topic and sub-themes, allowing pupils to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where pupils engage with input (listening/watching-comprehension

and reading-comprehension) and respond through output (speaking-expression and writing expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.3.5.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: After having an activity about the current theme during the background recall session, pupils can have a vision of “homes, houses and the neighbourhood” in their minds, so a further concept check would help them prepare for the current theme (**D3.2, SELS1.1, V3.2, LS1, CS2.11, CS2.16.2**). For instance, the teacher could bring into the classroom and show a card model of a school and sets of pictures about the components of it. The teacher then asks the pupils to point to the pictures in or on the model. She/He asks what they think the topic of the main context of the theme, the introductory digital story, that they are going to watch is about (**V3.3, LS2, LS4, CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme. It is both an entry material and the main context to the whole theme at the same time. (A 3-D model of homes, houses and neighbourhood can also be created using Web 2.0 programmes.) They can guess the sub-concepts of homes, houses and neighbourhood, so they can easily understand that the current theme will be “homes, houses and neighbourhood” (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.4, LS1, LS2, LS4, CS2.10, CS2.17**).

ENG.3.5.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: To have access to the current theme, the teacher asks the pupils to watch the introductory digital story carefully recalling the pictures shown earlier (**CS2.11**). The introductory digital story is watched to identify the target theme “homes, houses and neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” as a whole, without stopping the video at any point, so that the pupils can understand the theme/topic holistically (**D3.2, SELS1.1, V3.3, V5.2, LS1, LS2, LS4, LS5, CS2.14, CS2.16.2**).

ENG.3.5.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw the pupils’ attention to the content about homes, houses and neighbourhood and its relevant components, some pictures are brought into the classroom by the teacher. The teacher brings a necessary number of large boxes for the pictures (some symbols are stuck on the boxes for homes, houses and neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm) and puts the boxes on the table. She/He puts the corresponding picture into the related box when the corresponding vocabulary is mentioned in the introductory digital story without stopping the video while the pupils watch the story (**V3.3, V5.2, LS1, LS5**). When they have watched the whole story, the teacher shows the items in the boxes on the table and asks some simple display questions about it. In this way, the teacher could carry out a monologue and also engage in a dialogue with the whole class to check that they have recognised the theme as a whole through its components, which can be used to check their learning as described in item (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, SELS2.1, V4.2, V6.1, LS2, LS4, CS2.8**). After watching the introductory digital story, the teacher takes all the pictures out of the boxes and puts them back on the table again and says the word “homes, houses and neighbourhood” several times aloud, and the pupils repeat after her/him. In this way, the main vocabulary of the theme “homes, houses and neighbourhood” is introduced to the pupils in English. To remember the sequence of the scenes with the parts, places, and people in the “homes, houses and neighbourhood” in the introductory digital story, the teacher shows the mixed images/pictures of the scenes on the Smart Board and asks the pupils to look at the images/ pictures of these scenes for a while (**CS2.3**). She/He then asks them to order the scenes in pairs with the mixed paper pictures she has already given to the pupils (**SELS2.2, V3.4, V4.2, LS1, LS2**). When the pairs have finished sorting the pictures for scenes of the story, the teacher asks the pupils to take turns or volunteer to order the scenes on the screen of the Smart Board (or the pictures on the blackboard (**SELS1.2,**

V4.1, V14.1, V20.4, LS4, CS2.6, CS2.10). This will help the teacher organise the story as a whole so that the pupils can identify the main theme and the components of the theme through their memories (**D1.2, D1.6, D2.3, CS2.12**).

ENG.3.5.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V7.2**). Some volunteer pupils express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, V20.4, LS5, LS6**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V10.3**).

ENG.3.5.P1.

RECOGNITION OF TARGET PRONUNCIATION: To recognise the pronunciation of the new target words, language chunks, and social language expressions about the theme “homes, houses and neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”, the teacher puts on the table the pictures and boxes that she/he has previously used. She/He holds up each picture and asks the pupils to repeat each word aloud a few times as a whole class after listening to the recordings she/he has prepared beforehand using some Web 2.0 programmes. She/He puts the picture in the correct box about the group corresponding to the word while repeating the words with the whole class (**V3.4, V5.2, LS1, LS4, LS5, CS2.16.3**). The teacher could offer variations with some techniques, such as showing the picture of the target words about homes, houses and neighbourhood to the pupils to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both. To help the pupils pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers, using the shadow technique, in which pupils immediately repeat whatever the teacher is saying or the story, without pausing (**D1.3, SELS1.2, SELS2.1, V3.4, V7.1, LS2, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be extended with different forms of TPR activities, e.g. first the teacher says the target words for the homes, houses and neighbourhood and its components, the pupils listen; then the teacher says the target words and acts them out, the pupils repeat after her/him (**SELS2.1, CS2.6**). Then the teacher and the pupils say the target words and act them out together at the same time. Then the pupils say the words, and the teacher acts them out (**V3.4, V4.2, V15.1, LS4**). These “homes, houses and neighbourhood”-related actions can be done through the actions which can be done in the school, but they are only used for acting without teaching them as verbs in English. For instance, they can pretend to do things according to the topic. As a variation, they can also repeat the words after the teacher happily, sadly, angrily etc. using different tones of voice through TPR techniques (**SELS2.3, V11.1, V12.2, LS5, CS2.9**). Then some groups of pupils say the words, some groups of pupils act them out. While doing the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom. Some action sequences are also created through which the pupils can practise the social language expressions of the theme in a fun way by repeating, pointing, and miming in several games. Several fun pronunciation games could be played where pupils whisper a target word into the ears of their peers forming a chain and the last person says it aloud and the class checks if the word is pronounced correctly or not (**D2.5, SELS2.1, SELS2.2, V4.3, V4.4, V6.2, LS6, CS2.12**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.3.5.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading activities throughout the theme when and where necessary with precise techniques and the necessary amount. Reading is quite limited for this age group and it is done in two ways in the theme, by using a short extract from the written version of the introductory digital story and/or additional short reading texts in reading sections of the teaching materials to be used. The texts are very short, precise, and simple, as they are limited reading texts. Various reading styles including reading aloud, chorus reading, silent reading, and speed reading are used as main styles. Basic reading techniques such as skimming, scanning, and reading for detail are used in very simplified ways. Pre-reading, while-reading and post-reading phases are used in a simplified and age-appropriate way in the theme. The ultimate aim of reading practice is to increase comprehension, improve fluency, develop pre-critical thinking skills, support the ability to comprehend and help talk/write about the content in a meaningful and communicative way. In this way pupils' language and communicative competence improve gradually (**V3.2, LS1, LS4, CS2.3, CS2.6, CS3.3**). For the initial stage of reading, the teacher asks the pupils to look at quickly the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme on "homes, houses and neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" (**V3.3, V5.2, LS2, LS4, LS5, CS2.8**). At this stage, the teacher could ask the pupils to read the title/heading of the content and ask the pupils which words they already know, and which come to mind in connection with the title by showing them a list of words and corresponding pictures to choose the ones they know (**SELS1.1, V3.4, LS1, CS2.16.2**). She/He reminds them not to ask for the meanings of new words or the words they do not know. She/He reminds them that this is only a recalling activity to check the words they know and that there will be time to work on the new words of the new theme later (**D3.2, D3.6, V12.1, CS2.10, CS2.12**).

ENG.3.5.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: To see the written forms of the target words and to do some simple reading, the teacher asks the pupils to look at the Smart Board where she/he shows a 3-D house model of "homes, houses and neighbourhood" (that she/he has used earlier). Next to each item, the written form of the word is provided on the model. The teacher asks the pupils to read the words first silently. The teacher then points to a word at random and asks the pupils to read it out loud as a whole class. Then she/he invites volunteers to come to the board and they point to different words and the rest of the class read them aloud as a chorus (**D2.3, SELS1, V3.4, V4.2, V20.4, LS1, LS2, LS4, CS2.12**).

ENG.3.5.R3.

MAKING MEANING THROUGH READING: The teacher then shows (a short extract from) the written version of the introductory digital story (or another text about the theme) on the blackboard/Smart Board. She/He asks the pupils to read after her/him using the shadow reading technique as a whole class. She/He could also try different versions such as pyramid reading or radio reading techniques (reading silently for a while and then aloud, then silently, and so on) which are the combinations of silent and aloud reading using rhythms as prompts (**V3.4, V7.2**). After reading the words/word groups/clauses in the content, pupils proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1, V3.3, LS1, LS4, CS2.14**). From display to communicative open-ended, various types of questions are used to understand the meaning of the short and simple texts about "homes, houses and neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" (**SELS3.1, SELS3.2, V5.2, LS5**). During this process pupils work collaboratively to exchange information, thoughts, and feelings (**SELS2.2, V4.2, CS2.6**). This is evaluated as described in items (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.3.5.R4.**REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY:**

The teacher asks pupils to think about the reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer pupils express what they think and feel about them (**V20.4, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V12.2, LS1**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.4, V10.3**).

ENG.3.5.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, pupils remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions (**SELS1.1, V3.2, LS1, LS2, LS4**). As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme.

ENG.3.5.V2.

RECOGNITION OF THE TARGET VOCABULARY: To introduce the meaning of the vocabulary related to the theme “homes, houses and neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”, the teacher asks the pupils to watch the introductory digital story again. A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help pupils to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some pictures for the vocabulary about the main components of the theme that take place in the story/text (**V3.3, V3.4, V5.2, LS5**). Pupils circle or tick the ones that they have heard, seen and scanned (quickly read) in the story/text. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, CS2.4, CS2.6, CS2.7**). Then, from the beginning, whenever an item related to “homes, houses and neighbourhood” is mentioned, the teacher stops the video and asks a question in the form of two options by showing their pictures (**CS2.16.1, CS2.6**). By guessing what they are based on the pictures, the scene, and the sound, pupils hear the English equivalents of the words for the homes, houses and neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm, and they answer as a whole class. In this way, they are introduced to the meaning of the target words (**D1.1, V5.2, LS5, CS2.10**). This is done in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (3) and (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.2, V14.1, LS1, LS2, LS4**).

ENG.3.5.V3.

SELECTION AND USE OF TARGET VOCABULARY: To check whether the pupils are aware of the components of the main theme “homes, houses and neighbourhood”, the teacher prepares an activity using the Web 2.0 program with images/pictures of components of “homes, houses and the neighbourhood”. She/He prepares three boxes on one side of the screen and mixed images/ pictures for target vocabulary related to the “homes, houses and neighbourhood” on the other side. She/He asks the pupils to look at the mixed pile of images/ pictures on the Smart Board screen and scan them for a while to remember them (**CS2.4**). She/He asks the pupils to drag the objects about the components of the theme into the correct box on the screen. The boxes have the words for each component represented on them with symbolic pictures. The pupils are given the cut-out pictures and a large sheet of paper with the pictures of empty boxes. The teacher asks them to work in pairs and put the cut-out pictures in the right box and ask each other several display questions (**CS2.5**). When the pupils have finished working with the cut-outs and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding

images/pictures as the components of the theme “homes, houses and neighbourhood” to the correct empty boxes on the screen **(SELS1.2, CS2.5)**. In this way, images/pictures that are relevant to the concept of the theme “homes, houses and neighbourhood” are consolidated through categorisation. The same activity can be done with real pictures on the white/blackboard if there is a problem with technology. To practise the meanings of the target words about the school, the teacher places several pictures for them in the different parts of the classroom. She/He then puts some flashcards with the target vocabulary for “homes, houses and neighbourhood” on the blackboard/whiteboard. She/He takes a flashcard at random and shows it to the pupils. Pupils, working in pairs, look at the flashcard, decide which picture on the classroom walls is relevant, they go to the picture together, pin the flashcard to the noticeboard and say the word together first in pairs, and then as a whole class **(SELS2.1, SELS2.2, V3.4, V7.1, LS1, LS2, LS4, CS2.5)**. To consolidate the meanings of the new vocabulary items for the concept of “homes, houses and neighbourhood”, the teacher could organise several activities in pairs and groups with pictures and flashcards such as Bingo, Pelmanism, King’s game, Odd One out, etc. **(SELS2.2)**. These activities are closed and controlled so that pupils can practise the current (new) vocabulary about the current context in the beginning but later they work with simple and easy open-ended and communicative activities **(D2.5, SELS3.1, V4.2, V7.2, LS5)**. This is evaluated as described in items (1), (2), (3), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the pupils to copy the words in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling using the words written on the model school on the blackboard/Smart Board **(SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS1, LS4)**. This is evaluated as described in items (3) and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.3.5.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the pupils’ attention to the target language chunks of the theme, the introductory digital story is played so that the pupils can notice the target language chunks about the theme “homes, houses and neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” **(D3.2, V5.2, LS5, CS2.2)**. While the pupils watch the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the pupils to do the same **(CS2.14)**. She/He could hold up large pictures and ask the pupils questions about the pictures with the target chunks expecting the pupils to ask and answer by using the target chunks. To check the pupils’ identification of the target language chunks, the teacher shows some picture strips that she/he has prepared for this activity, using some Web 2.0 programmes, after the pupils have watched the introductory digital story and imitated the actions and said the target language chunks. She/He asks the pupils to listen to her/him saying a target language chunk and then to look at the screen and say “Stop!” when they see a scene in the picture strips with the target chunk that the teacher has just said **(SELS3.1, CS2.7)**. The teacher stops if the pupils are correct, but not if they are not **(V3.3, V4.1, V7.1, LS1, LS2, LS4)**.

ENG.3.5.G2.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate pupils’ practice with the target language chunks, the teacher prepares necessary number of headings on the screen with symbols for the components of the theme “homes, houses and neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm”, and writes the appropriate language chunks to be used with each of the groups. She/He also provides the vocabulary items on the Smart Board screen. The teacher wants the pupils to think for a while and talk with their peers about which target words can be used in which language chunk group **(SELS2.2, V3.1, V5.2, V10.3, LS1, LS4, LS5, CS2.4)**. Then the pupils go to the board and move the words under the correct heading and say the complete sentence with the target words and the chunks. They are then asked to say a sentence with the target chunk aloud as a class. Each sentence is repeated after each pair. Their learning can be checked as described in items (5), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. The same game can be played with pictures on the blackboard if

there are technological/technical problems **(D2.5)**. To organise the pupils' further practice to consolidate the target language chunks, the teacher could create some action sequences in context by repeating, saying, and acting out with different activity bundles where their learning can be checked as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(CS2.13)**. There is no analysis or teaching of grammatical structures at this stage. Pupils can automatically, spontaneously, and naturally select and use the target language chunks in the current context **(SELS3.1, V3.4, V4.2, V7.1, LS5, CS2.3, CS2.4, CS2.16.2)**. For consolidation of the target language chunks, the teacher can facilitate more fun activities and games so that the pupils can practise and consolidate them **(V4.4, V7.2)**.

ENG.3.5.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Writing activities help pupils produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "homes, houses and neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" as in other themes. Writing activities are arranged according to age and level so they are quite limited and are gradually expanded **(V3.2, V3.4, V5.2, LS1, LS4, LS5)**.

ENG.3.5.W2.

COPYING FROM THE MODEL: Initially, pupils produce very limited and short pieces of writing, such as words and word groups to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening/watching and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat, answering simple questions with a limited number of words, or simply explaining in context what they hear and see and what they are asked to do. They are provided a written model/example to copy. By copying a simple written model, they get used to seeing and using the target words, language chunks, punctuation, spelling and so on in written language **(D3.1, SELS3.1, V3.4, LS1, CS2.4, CS2.16.3)**. To further practise guided and copied writing, the teacher gives all the pupils some paper/cardboard to make a model in groups **(SELS2.1, SELS2.2)** (of two, three, four etc.) and to write the names of the vocabulary items "homes, houses and neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm" next to their drawings on the model related to homes, houses and neighbourhood. The teacher asks them to look at the Smart Board screen with the model related to homes, houses and neighbourhood that she/he has made earlier so that the pupils can easily copy the target words for the items as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum **(V4.4, V5.2, V7.3, LS4, LS5)**.

ENG.3.5.W3.

CREATING CONTENT BASED ON THE MODEL: For practising more with the written forms of the target words, language chunks, and the social language for the theme, new contexts are created in the form of a new animated short story or a dialogue for the pupils to practise further by seeing/hearing/reading/writing (copying) the target words and language chunks about the concept of "homes, houses and neighbourhood" in fun, enjoyable, varied, and versatile activities. This new content is contextual, simple, practical, and appropriate to the pupils' age and language level **(D1.2, D1.6, SELS3.2, V3.4, V4.2, V4.4, LS1, LS4, CS2.20)**.

ENG.3.5.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Pupils are encouraged to produce a variety of written products such as clauses, sentences, acronyms, messages, posters, e-mails, poems, songs and so on to express their ideas, thoughts, and feelings **(D2.5, SELS3.2, CS2.13)**. All the content is expected to be contextual, practical, authentic, real, and appropriate to the pupils' age, interests, and language level **(V3.4, V7.2, LS1, LS4)**.

ENG.3.5.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Pupils interact and communicate with peers and/or other people inside or outside school by using the written language including the target words, language chunks, and the social language for the theme “homes, houses and neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” from simple to more expanded versions in their writing (**SELS2.2, SELS2.3, V4.2, V5.2, V15.1, LS1, LS4, LS5, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce simple digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3, V3.4, V7.2, V11.1, LS2, CS2.20**). These activities can be evaluated as described in items (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.3.5.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing expression process and asks them to express their thoughts, ideas, and feelings about the process in simple ways, for instance by using emoticons, symbols, drawings, charts etc. (**D1.5, SELS1.3, V4.2, LS1, CS2.15**). Pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs (**D2.4, D3.5, V12.1, V15.1, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V10.3, LS4**).

ENG.3.5.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance pupils’ learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures, and the social language expressions of the theme about “homes, houses and neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” (**V3.2, V4.2, V5.2, LS1, LS4, LS5**).

ENG.3.5.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, pupils recognise the language with the target language items through the models (**CS2.6**). They practise the language in a controlled way, by telling, repeating, and imitating what they hear and see in the context (**D1.3, D3.2, SELS3, V3.4, LS1, LS4, CS2.4**). The spoken content of the model becomes a path for them to follow.

ENG.3.5.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new and simple photo/picture strip/pantomime/video stories, dialogues, etc. as new opportunities for the pupils to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V7.1, LS1, LS4, CS2.13**).

ENG.3.5.S4.

CONSTRUCTING SPOKEN MATERIALS: Pupils are encouraged to produce several spoken products related to the extended contexts such as simple dialogues, short texts etc. To interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “homes, houses and neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” (**SELS2.2, SELS3.2, V4.2, V5.2, V11.1, LS1, LS4, LS5, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings for developing their oral skills (**D1.2, D1.6, D3.3, SELS3.2, SELS3.3, V3.4, V7.2, LS2, CS2.20**).

ENG.3.5.S5.**RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING:**

Pupils communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20)**. Picture strip stories can be used at the end of each theme to provide a consolidation and revision. These new contents created are contextual, practical, authentic, real, and appropriate to the pupils' age, interests, and language level. Storification, drama, and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme **(V3.4, V15.1, LS1)**. Pupils are encouraged to produce several spoken products related to the extended contexts such as dialogues, show and tell activities, acting out activities to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "homes, houses and neighbourhood" and its components such as "life in the countryside; farmhouses and farm animals; activities and chores on a farm" **(SELS2.2, SELS3.2, V4.2, V5.2, V7.2, LS4, LS5, CS3.1, CS2.20)**. AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.2, SELS3.3, V11.1, LS2, CS2.20)**. These are evaluated as described in items (7), (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG.3.5.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V4.2)**. Some volunteer pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(SELS1.2, SELS2.2, V12.1, V20.4, LS1, LS4, CS2.15)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V4.3, V10.3)**.

TEACHER REFLECTION: She/He can keep a class journal in which she/he makes notes about what worked or didn't work in teaching the theme and pupils' learning and the potential reasons for this to find solutions. She/He can ask a colleague to observe her/his lessons and give feedback on the lessons (peer observation). She/He can also discuss the whole teaching process with her colleagues to specify the challenges faced throughout the whole current theme.

DIFFERENTIATION**Expansion**

Objective: To talk about farm animals in English by using the target vocabulary and target chunks.

Activity 1: The teacher draws a farm on the board and asks the pupils to guess what it is. She sticks the word "farm" on the board and plays the sounds of farm animals. She asks the children to guess which farm animal it is. For each correct guess, she hangs the picture of that animal on the farm and asks the pupils to repeat the target words while hanging it. After hanging the photos of all the farm animals, she asks the children to close their eyes. She takes one of the pictures on the board and hides it behind her. She asks, "What's missing?" and waits for an answer. After the pupils answer, she says the word and asks them to repeat it. Finally, she asks the pupils to match the farm animal words on the edge of the board. Then they reflect on the activity with emoticons. The teacher provides positive feedback to encourage them. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Supporting

Objective: To talk about farm animals in English by using the target vocabulary and target chunks.

Activity 2: The teacher draws a farm on the board and asks the pupils to guess what it is. The teacher sticks the word “farm” on the board and plays the sounds of farm animals. The teacher asks the children to guess which farm animal it is. For each correct guess, the teacher hangs the picture of that animal on the farm and asks the pupils to repeat the target words while hanging it. After hanging the photos of all the farm animals, the teacher asks the children to close their eyes. The teacher takes one of the pictures on the board and hides it behind her. The teacher asks, “What’s missing?” and waits for an answer. After the pupils answer, she says the word and asks them to repeat it. Then they reflect on the activity with emoticons. The teacher provides positive feedback to encourage them. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

TEACHER REFLECTION

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 6: LIFE IN THE CITY & THE WORLD

Sub-themes: Food items and meals, eating outside and ordering food

This theme is centred on the concept of “life in the city and the world” and covers the sub-themes of “food items and meals, eating outside and ordering food”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 10

FIELD SKILLS AND SUPPORTIVE SKILLS FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammaring: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V15. Love and Affection, V17. Thriftiness, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy

INTERDISCIPLINARY RELATIONS

Turkish, Maths, Life Study/ Science of Life, Visual Arts, Music, Physical Education and Games

INTERSKILLS CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 3 is structured based on holistic approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.3.6.L1. Pupils can get ready for the listening/watching-comprehension process for the current content on “life in the city and the world with food items and meals, eating outside and ordering food”.

- a) *Pupils activate their pre-existing knowledge and experiences related to the current theme and content, by recalling it in her/his own language in their minds.*
- b) *Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content, by responding to simple questions with physical actions without speaking Turkish or without having a translation.*
- c) *Pupils make simple predictions about the current content, by using pre-existing knowledge and experience based on the realia, pictures and context.*

ENG.3.6.L2. Pupils can bring information about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” together with key details and main components while listening/watching it.

- a) *Pupils make simple predictions about the current content based on the surrounding audio/visual elements scattered around the classroom in relation to the current theme.*
- b) *Pupils comprehend the topic of the current content by listening (to)/watching it as a whole without having intervals.*
- c) *Pupils recognise concrete/simple/basic details and components within the whole introductory content by watching and listening to it by noticing the basic components.*

ENG.3.6.L3. Pupils can make meaning of/derive meaning from the current content on “life in the city and the world with food items and meals, eating outside and ordering food” through details by listening/watching it carefully.

- a) *Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept.*
- b) *Pupils locate the components of the current content within the whole by listening and watching it.*
- c) *Pupils make simple and basic classifications of the current content when necessary by grouping components, words, and other aspects with the help of visuals.*
- d) *Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components, words, and other aspects with the help of visuals.*
- e) *Pupils recognise very concrete/simple/basic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components.*
- f) *Pupils internalise the current content personally in an age- and level-appropriate manner, recognising that it is about her/his present life at school.*

ENG.3.6.L4. Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “life in the city and the world with food items and meals, eating outside and ordering food” in a very simple way.

- a) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content in a very simple way.*
- b) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content by sharing them with others in a very simple way.*

ENG.3.6.P1. Pupils can select and use the target phonological elements of the current content about “life in the city and the world with food items and meals, eating outside and ordering food” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others.

- a) Pupils listen to/watch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) Pupils recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) Pupils use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG.3.6.R1. Pupils can get ready for the reading-comprehension process about the current content on “life in the city and the world with food items and meals, eating outside and ordering food”.

- a) Pupils activate their pre-existing knowledge and past experiences related to the current theme and content.*
- b) Pupils recognise simple and basic relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) Pupils make simple preliminary predictions about the current content based on recognised relationships.*

ENG.3.6.R2. Pupils can bring information about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it.*
- b) Pupils grasp the topic of the current content generally by looking at the surrounding audio/visual materials quickly through skimming.*
- c) Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning.*

ENG.3.6.R3. Pupils can make meaning of/derive meaning from the current content about “life in the city and the world with food items and meals, eating outside and ordering food” by reading it carefully.

- a) Pupils check the current content in detail for the accuracy of initial predictions that are made earlier.*
- b) Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- c) Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- d) Pupils recognise basic horizontal/vertical relationships within the current content that contribute to the perception of it in a simple and meaningful way.*
- e) Pupils make simple, basic, and meaningful inferences from the information in the current content by examining it.*
- f) Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level.*

ENG.3.6.R4. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the city and the world with food items and meals, eating outside and ordering food” for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply.*

ENG.3.6.V1. Pupils can select and use the target vocabulary of the current content about “life in the city and the world with food items and meals, eating outside and ordering food” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils hear/view target vocabulary in the current content as a whole in context.*
- b) *Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearing/watching the target material and source, together with pointing to the pictures displayed in class.*
- c) *Pupils recognise the use of the target words in the target material and source, by listening/watching it several times and seeing how and where the target words are used to describe the current concept.*
- d) *Pupils associate the contextual meanings of target words reinforced and recognised through whole class, group and individual repetition, with pre-existing conceptual meanings in mind.*
- e) *Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class, group and individual repetition.*
- f) *Pupils make use of the semantically related target vocabulary in a spontaneous, authentic and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge (in Turkish in his/her mind).*
- g) *Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends, family and other people outside the school by being aware of their differences.*

ENG.3.6.G1. Pupils can select and use the language including target grammatical elements of the current content about “life in the city and the world with food items and meals, eating outside and ordering food” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils become familiar with the current content by listening, viewing, and reading it several times.*
- b) *Pupils reinforce familiarity with the target content by listening to/watching it several more times if necessary, through the recognition of actions involved in it.*
- c) *Pupils listen to/watch an audio/visual/written presentation of current content with target language chunks representing target language use, narrated through body language and verbal repetition.*
- d) *Pupils gain auditory/visual awareness by listening/watching/reading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition.*
- e) *Pupils repeat target language chunks many times in the current auditory/visual/written context many times, without knowing, analysing, or thinking about their rules, verbally, automatically and by pointing.*

- f) *Pupils repeat the auditory/visual/written content containing target language chunks many times automatically, naturally, and verbally within short, simple, and meaningful sentences without knowing, analysing, or thinking about their rules.*
- g) *Pupils act out physically the language chunks in the heard/viewed/seen content without knowing, analysing, or thinking about their rules.*
- h) *Pupils repeat the language chunks in the auditory/visual/written content automatically and act them out simultaneously and physically without knowing, analysing, or thinking about their rules.*
- i) *Pupils automatically select and use similar target language chunks related to the current content heard/seen/read in oral communication without knowing, analysing, or thinking about their rules.*

ENG.3.6.W1. Pupils can get ready for the writing-expression process about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” in an age- and level-appropriate way.

- a) *Pupils activate their pre-existing knowledge and experiences used in the initial processes of listening/viewing (and/or reading) and associate it with the current content in a simple way.*
- b) *Pupils understand correctly what the current writing task is as guided and assigned.*

ENG.3.6.W2. Pupils can copy the model/example on the writing task about the current content on “life in the city and the world with food items and meals, eating outside and ordering food” based on the model/example provided to practise for further writing activities.

- a) *Pupils rewrite model/example content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills.*

ENG.3.6.W3. Pupils can organise and form a content for the assigned writing task on the current content “life in the city and the world with food items and meals, eating outside and ordering food” based on the model/example provided.

- a) *Pupils organise a very simple, short, and meaningful content for a prepared and/or unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type, age, and language level.*

ENG.3.6.W4. Pupils can practise writing by constructing content for the assigned writing task on the current content “life in the city and the world with food items and meals, eating outside and ordering food”.

- a) *Pupils use materials, structural features, discourse forms, and punctuation appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task.*
- b) *Pupils select and use target words, language chunks, and social language expressions appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task related to the theme.*
- c) *Pupils express simple messages clearly for a prepared and/or unprepared writing task related to the current theme.*

ENG.3.6.W5. Pupils can reorganise and use information by reconstructing it in the new written tasks about the “life in the city and the world with food items and meals, eating outside and ordering food” to communicate with other people.

- a) *Pupils use similar information from the current content in different contexts by simply, meaningfully and individually reorganising it.*
- b) *Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others.*

ENG.3.6.W6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "life in the city and the world with food items and meals, eating outside and ordering food" very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply.*

ENG.3.6.S1. Pupils can get ready for speaking-expression process about the current content on "life in the city and the world with food items and meals, eating outside and ordering food" with the help of supplementary audio-visual materials.

- a) *Pupils become familiar with model/example content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listening/watching/reading and associating it with the current content.*

ENG.3.6.S2. Pupils can imitate the model/example for producing verbal content about the current theme on "life in the city and the world with food items and meals, eating outside and ordering food".

- a) *Pupils become familiar with the model/sample content through repetition and imitation in context while and after listening (to)/watching it with the help of audio-visual aids.*

ENG.3.6.S3. Pupils can organise simple new verbal content on "life in the city and the world with food items and meals, eating outside and ordering food" by speaking accurately, efficiently, and authentically.

- a) *Pupils design simple new verbal content by imitating model/sample content for prepared and/or unprepared speaking situations based on the model/sample that was listened (to)/watched earlier.*
- b) *Pupils organise simple new verbal content by imitating model/sample content for prepared/unprepared speaking situations, appropriate to the model/sample, context, age, and language level.*

ENG.3.6.S4. Pupils can form a simple new verbal content on "life in the city and the world with food items and meals, eating outside and ordering food" through reconstruction by speaking accurately, efficiently, and authentically.

- a) *Pupils select and use accurate pronunciation, discourse forms, target words and language chunks for prepared and/or unprepared speaking situations, by imitating model/example content, appropriate to age and language level.*
- b) *Pupils select simple and contextually appropriate content/information quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the model/sample, age, language level, and context (question-answer, pointing and saying, selecting and saying, etc.) within the given (thinking) time.*
- c) *Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way (short monologues, dialogues, show and tell, pantomime drama, etc.).*
- d) *Pupils express messages in a concrete, simple and clear way for the listener in prepared and/or unprepared speaking situations together with mimics, gestures, and body language.*

ENG.3.6.S5. Pupils can reorganise and use information about the current theme on "life in the city and the world with food items and meals, eating outside and ordering food" by reconstructing it to communicate with other people.

- a) *Pupils use the presented information in different contexts in a simple, natural, accurate and necessary way by reorganising it individually and verbally.*

- b) Pupils engage in verbal communication by sharing the reconstructed meaningful information with others.*

ENG.3.6.S6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the city and the world with food items and meals, eating outside and ordering food” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process in a very simple way.*
- b) Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way.*

CONTENT FRAME

LIFE IN THE CITY & THE WORLD:

Sub-themes: Food items and meals, eating outside and ordering food

Target Vocabulary in Use (with revisional vocabulary):

Meals: Breakfast, lunch, dinner.

Food Items: Water, milk, tea, bread, fruit juice/juice, cheese, cake, butter, pasta, soup, rice, salad, a sandwich, a pancake, a toast, an olive (s).

Vocabulary for eating outside: Fast food, takeaway, a restaurant, a café, a bill, a waiter, a waitress, to eat, to drink, to order, to have, to want.

Quantifiers: Some and any (to be used naturally and automatically with all food items, without explaining its grammatical function, with language chunks).

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Language Chunks in Use:

(Language Chunk: ("The Simple Present Tense"): (What do you want? I want some salad, please).

Function: Stating desires or preferences.

Language Chunk: ("Will"): (What do you want? I'll/will take some fruit, please).

Function: Stating spontaneous decisions.

Language Chunk: ("Can"): (Can I have some soup, please? Yes, you can. Can I see the menu, please? Yes, of course).

Function: Asking for permission or making requests.

Language Chunks: ("Have got/Has got"): Have you got any olives? Yes, I've/have got some olives.

Have you got any fruit juice? Yes, we've/have got some fruit juice.

What have you got for lunch? We've/have got some bread.

Function: Asking and answering about possession or availability of items.

Target Social Language in Use:

Dinner is ready!

What's for breakfast/dinner/lunch?

I am full.

Enjoy your meal!

Breakfast/Lunch/Dinner time!

Pass me the salt, please.

Here you are.

Target Phonological Sounds in Use:

Vowel: u

Consonants: w, x, y, z

Vowel: u: (/ju:/, /ʌ/, /ju:/)

w: (/w/); x: (/ɛks/, /ks/, /gz/); y: (/waɪ/, /j/, /ɪ/, /i:/); z: (/zed/ (Br), /zi:/ (AmE.), /z/)

*No pronunciation symbols will be provided in any material written for the pupils, only the sounds in the words including them will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The concept of “life in the city and the world” is present in almost all languages because it is one of the most basic parts of human beings’ and almost all children’s lives in different parts of the world. People who start to learn a new language bring with them their previous/pre-existing knowledge and transfer it to their new language learning. So, a primary school pupil in year 3 will know what “life in the city and the world” means as a concept but will not know its equivalents in another language if it has not been covered in their existing foreign language curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn it more easily in a foreign language, English in this case.

Key Concepts:

Items, food, meals, food items and meals, eating, outside, eating outside, ordering, ordering food, eating outside and ordering food.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Pupils will create a menu for a restaurant or cafe. They will design the menu by including a variety of food and drink items, and they will categorise the items into different sections such as breakfast, lunch, and dinner. They will use vocabulary words like bread, cheese, pasta, and salad to create meal options. Pupils will also include drinks such as water, milk, tea, and fruit juice. In addition to the food and drinks, pupils will write about dining experiences like ordering food from a waiter or waitress and having a meal at a restaurant or cafe. They will use phrases such as “Can I have...” or “what do you want” and use quantifiers like “some and any” naturally in their sentences. After designing the menu, pupils will present it to the class as if they are working in the restaurant, explaining the different food options and what customers can expect. The class will rate the presentations through the rating scales or checklists given by the teacher.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the pupils’ knowledge of “life in the city & the world” with its components food items and meals, eating outside and ordering food” in their own language. As the pupils are 8-year-old primary school children, they can know what food items and meals, eating outside and ordering food mean in their own language and to be able to express them in their own language. However, they would not know them in a foreign language, in this case English, if they were not covered in their existing school curriculum. This knowledge in their own language would prepare them to identify the same concepts in their foreign language, English, without speaking any Turkish. It is assumed that they have learnt how to ask what things are and how to introduce them using language chunks such as “What do you want? I want some salad, please. What do you want? I’ll/will take some fruit, please. Can I have some soup please? Yes, you can. Have you got any olives? Yes, I’ve/have got some olives. Have you got any fruit juice? Yes, We’ve/have got some fruit juice. What have you got for lunch? We’ve/have got some bread” in English from the previous year. These chunks can be used as a basis for learning the new language chunks in the current theme making the new chunks easier to learn. This can be an activity such as a short game, a physical activity, listening to a song/chant/rhyme and so on which will not require any English knowledge and also there will not be a need to speak Turkish.

Pre-Evaluation Process

It is expected that pupils’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about “life in the city and the world” as a concept in English. Some previous themes from previous years would be helpful as a basis for moving on and learning the current content on the concept of “food items and meals, eating outside and ordering food”. Therefore, a dialogue game can be played to revise “life in the city and the world, food items and meals, eating outside and ordering food” they learnt before.

Some language chunks such as “Dinner is ready! What’s for breakfast/dinner/lunch? I am full. Enjoy your meal! Breakfast/Lunch/Dinner time! Pass me the salt, please. Here you are” are also revised by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use previously learnt vocabulary and language chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics and/or checklists.)

Establishing Links

Pupils are asked to recall the current (theme) concept of “life in the city and the world” and its components such as “food items and meals, eating outside and ordering food”, by remembering their previous/pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without translating anything until they start learning the target words in the current concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept various visual materials such as a short digital cartoon, a picture, a poster can be prepared and shown (it can be a paper picture format if there are technological problems) before the main teaching/learning flow of the lesson begins. The pupils are facilitated through the materials they have learnt the concept of it in the previous years with various activities. Then they are asked in simple English what was it about. They get help from the teacher to be able remember and say. For example the teacher could show the pictures with the words next to them so that pupils can remember some vocabulary and language chunks from the previous years. The teacher asks them to wait until they see the next visual, which is the main entry material of the theme, the introductory digital story, without asking any further questions.

One of the example practices could be to point correctly to a picture of the current concept in it when they are given instructions by the teacher in simple English. Pupils give responses by pointing out relevant so-called pictures without speaking any Turkish but only in very simple English or with mimics and gestures.

In this way, connections are made between pre-existing knowledge about the current theme (in their minds) in their own language and the present information about the concept through meaningful contextualised activities with visuals within the theme.

Learning-Teaching Practices

WARM UP TO THE WHOLE THEME FOR WELL-BEING

Before starting to work on the theme, to prepare the pupils emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the pupils feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as playing a short game, doing a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, saying a tongue twister, etc. that has no relation or connection to the current theme and does not require any knowledge of English. This is done only for fun and relaxation. **(D2.5, SELS2.1, V12.1, LS2, LS4).**

INTEGRATION OF LANGUAGE SKILLS IN THE THEME:

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around a central topic and sub-themes, allowing pupils to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where pupils engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.3.6.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: After having an activity about the current theme during the background recall session, pupils can have a vision of “life in the city and the world” in their minds, so a further concept check would help them prepare for the current theme (**D3.2, SELS1.1, V3.2, LS1, CS2.11, CS2.16.2**). For instance, the teacher could bring into the classroom and show a card model of a school and sets of pictures about the components of it. The teacher then asks the pupils to point to the pictures in or on the model. She/He asks what they think the topic of the main context of the theme, the introductory digital story, that they are going to watch is about (**V3.3, LS2, LS4, CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme. It is both an entry material and the main context to the whole theme at the same time. (A 3-D model of life in the city and the world can also be created using Web 2.0 programmes.) They can guess the sub-concepts of life in the city and the world, so they can easily understand that the current theme will be “life in the city and the world” (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.4, LS1, LS2, LS4, CS2.10, CS2.17**).

ENG.3.6.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: To have access to the current theme, the teacher asks the pupils to watch the introductory digital story carefully recalling the pictures shown earlier (**CS2.11**). The introductory digital story is watched to identify the target theme “life in the city and the world with (extended) food items and meals, eating outside and ordering food” as a whole, without stopping the video at any point, so that the pupils can understand the theme/topic holistically (**D3.2, SELS1.1, V3.3, V13.1, V14.1, V17.1, LS1, LS2, LS3, LS4, LS5, CS2.14, CS2.16.2**).

ENG.3.6.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw the pupils’ attention to the content about life in the city and the world and its relevant components, some pictures are brought into the classroom by the teacher. The teacher brings a necessary number of large boxes for the pictures (some symbols are stuck on the boxes for life in the city and the world with (extended) food items and meals, eating outside and ordering food) and puts the boxes on the table. She/He puts the corresponding picture into the related box when the corresponding vocabulary is mentioned in the introductory digital story without stopping the video while the pupils watch the story (**V3.3, V13.1, V14.1, V17.1, LS1, LS3, LS5**). When they have watched the whole story, the teacher shows the items in the boxes on the table and asks some simple display questions about it. In this way, the teacher could carry out a monologue and also engage in a dialogue with the whole class to check that they have recognised the theme as a whole through its components, which can be used to check their learning as described in item (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, SELS2.1, V4.2, V6.1, LS2, LS4, CS2.8**). After watching the introductory digital story, the teacher takes all the pictures out of the boxes and puts them back on the table again and says the word “life in the city and the world” several times aloud, and the pupils repeat after her/him. In this way, the main vocabulary of the theme “life in the city and the world” is introduced to the pupils in English. To remember the sequence of the scenes with the parts, places, and people in the “life in the city and the world” in the introductory digital story, the teacher shows the mixed images/pictures of the scenes on the Smart Board and asks the pupils to look at the images/ pictures of these scenes for a while (**CS2.3**). She/ He then asks them to order the scenes in pairs with the mixed paper pictures she has already given to the pupils (**SELS2.2, V3.4, V4.2, LS1, LS2**). When the pairs have finished sorting the pictures for scenes of the story, the teacher asks the pupils to take turns or volunteer to order the scenes on the screen of the Smart Board (or the pictures on the blackboard (**SELS1.2, V4.1, V14.1, V20.4, LS4, CS2.6, CS2.10**)). This will help the teacher organise the story as a whole so that the pupils can identify the main theme and the components of the theme through their memories (**D1.2, D1.6, D2.3, CS2.12**).

ENG.3.6.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V7.2**). Some volunteer pupils express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, V20.4, LS5, LS6**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V10.3**).

ENG.3.6.P1.

RECOGNITION OF TARGET PRONUNCIATION: To recognise the pronunciation of the new target words, language chunks, and social language expressions about the theme "life in the city and the world with (extended) food items and meals, eating outside and ordering food", the teacher puts on the table the pictures and boxes that she/he has previously used. She/He holds up each picture and asks the pupils to repeat each word aloud a few times as a whole class after listening to the recordings she/he has prepared beforehand using some Web 2.0 programmes. She/He puts the picture in the correct box about the group corresponding to the word while repeating the words with the whole class (**V3.4, V13.1, V14.1, V17.1, LS1, LS3, LS4, LS5, CS2.16.3**). The teacher could offer variations with some techniques, such as showing the picture of the target words about homes, houses and neighbourhood to the pupils to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both. To help the pupils pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers, using the shadow technique, in which pupils immediately repeat whatever the teacher is saying or the story, without pausing (**D1.3, SELS1.2, SELS2.1, V3.4, V7.1, LS2, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be extended with different forms of TPR activities, e.g. first the teacher says the target words for the homes, houses and neighbourhood and its components, the pupils listen; then the teacher says the target words and acts them out, the pupils repeat after her/him (**SELS2.1, CS2.6**). Then the teacher and the pupils say the target words and act them out together at the same time. Then the pupils say the words, and the teacher acts them out (**V3.4, V4.2, V15.1, LS4**). These "life in the city and the world"-related actions can be done through the actions which can be done in the school, but they are only used for acting without teaching them as verbs in English. For instance, they can pretend to do things according to the topic. As a variation, they can also repeat the words after the teacher happily, sadly, angrily etc. using different tones of voice through TPR techniques (**SELS2.3, V11.1, V12.2, LS5, CS2.9**). Then some groups of pupils say the words, some groups of pupils act them out. While doing the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom. Some action sequences are also created through which the pupils can practise the social language expressions of the theme in a fun way by repeating, pointing, and miming in several games. Several fun pronunciation games could be played where pupils whisper a target word into the ears of their peers forming a chain and the last person says it aloud and the class checks if the word is pronounced correctly or not (**D2.5, SELS2.1, SELS2.2, V4.3, V4.4, V6.2, LS6, CS2.12**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.3.6.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading activities throughout the theme when and where necessary with precise techniques and the necessary amount. Reading is quite limited for this age group and it is done in two ways in the theme, by using a short extract from the written version of the introductory digital story and/or additional short reading texts in reading sections of the teaching materials to be used. The texts are very short, precise, and simple, as they are limited reading texts. Various reading styles including reading aloud, chorus reading, silent reading, and

speed reading are used as main styles. Basic reading techniques such as skimming, scanning, and reading for detail are used in very simplified ways. Pre-reading, while-reading and post-reading phases are used in a simplified and age-appropriate way in the theme. The ultimate aim of reading practice is to increase comprehension, improve fluency, develop pre-critical thinking skills, support the ability to comprehend and help talk/write about the content in a meaningful and communicative way. In this way pupils' language and communicative competence improve gradually (**V3.2, LS1, LS4, CS2.3, CS2.6, CS3.3**). For the initial stage of reading, the teacher asks the pupils to look at quickly the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme on "life in the city and the world with (extended) food items and meals, eating outside and ordering food" (**V3.3, V13.1, V14.1, V17.1, LS2, LS3, LS4, LS5, CS2.8**). At this stage, the teacher could ask the pupils to read the title/heading of the content and ask the pupils which words they already know, and which come to mind in connection with the title by showing them a list of words and corresponding pictures to choose the ones they know (**SELS1.1, V3.4, LS1, CS2.16.2**). She/He reminds them not to ask for the meanings of new words or the words they do not know. She/He reminds them that this is only a recalling activity to check the words they know and that there will be time to work on the new words of the new theme later (**D3.2, D3.6, V12.1, CS2.10, CS2.12**).

ENG.3.6.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: To see the written forms of the target words and to do some simple reading, the teacher asks the pupils to look at the Smart Board where she/he shows a 3-D house model of "life in the city and the world" (that she/he has used earlier). Next to each item, the written form of the word is provided on the model. The teacher asks the pupils to read the words first silently. The teacher then points to a word at random and asks the pupils to read it out loud as a whole class. Then she/he invites volunteers to come to the board and they point to different words and the rest of the class read them aloud as a chorus (**D2.3, SELS1, V3.4, V4.2, V20.4, LS1, LS2, LS4, CS2.12**).

ENG.3.6.R3.

MAKING MEANING THROUGH READING: The teacher then shows (a short extract from) the written version of the introductory digital story (or another text about the theme) on the blackboard/Smart Board. She/He asks the pupils to read after her/him using the shadow reading technique as a whole class. She/He could also try different versions such as pyramid reading or radio reading techniques (reading silently for a while and then aloud, then silently, and so on) which are the combinations of silent and aloud reading using rhythms as prompts (**V3.4, V7.2**). After reading the words/word groups/clauses in the content, pupils proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1, V3.3, LS1, LS4, CS2.14**). From display to communicative open-ended, various types of questions are used to understand the meaning of the short and simple texts about "life in the city and the world with (extended) food items and meals, eating outside and ordering food" (**SELS3.1, SELS3.2**). During this process pupils work collaboratively to exchange information, thoughts, and feelings (**SELS2.2, V4.2, CS2.6**). This is evaluated as described in items (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.3.6.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY:

The teacher asks pupils to think about the reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer pupils express what they think and feel about them (**V20.4, CS2.15**). Then they give feedback about their reflections to each other in

pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V12.2, LS1**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.4, V10.3**).

ENG.3.6.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, pupils remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions (**SELS1.1, V3.2, LS1, LS2, LS4**). As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme.

ENG.3.6.V2.

RECOGNITION OF THE TARGET VOCABULARY: To introduce the meaning of the vocabulary related to the theme “life in the city and the world with (extended) food items and meals, eating outside and ordering food”, the teacher asks the pupils to watch the introductory digital story again. A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help pupils to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some pictures for the vocabulary about the main components of the theme that take place in the story/text (**V3.3, V3.4, V13.1, V14.1, V17.1, LS3, LS5**). Pupils circle or tick the ones that they have heard, seen and scanned (quickly read) in the story/text. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, CS2.4, CS2.6, CS2.7**). Then, from the beginning, whenever an item related to “life in the city and the world” is mentioned, the teacher stops the video and asks a question in the form of two options by showing their pictures (**CS2.16.1, CS2.6**). By guessing what they are based on the pictures, the scene, and the sound, pupils hear the English equivalents of the words for the life in the city and the world with (extended) food items and meals, eating outside and ordering food, and they answer as a whole class. In this way, they are introduced to the meaning of the target words (**D1.1, V13.1, V14.1, V17.1, LS3, LS5, CS2.10**). This is done in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (3) and (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.2, V14.1, LS1, LS2, LS4**).

ENG.3.6.V3.

SELECTION AND USE OF TARGET VOCABULARY: To check whether the pupils are aware of the components of the main theme “school”, the teacher prepares an activity using the Web 2.0 program with images/pictures of components of “life in the city and the world”. She/He prepares three boxes on one side of the screen and mixed images/ pictures for target vocabulary related to the “life in the city and the world” on the other side. She/He asks the pupils to look at the mixed pile of images/pictures on the Smart Board screen and scan them for a while to remember them (**CS2.4**). She/He asks the pupils to drag the objects about the components of the theme into the correct box on the screen. The boxes have the words for each component represented on them with symbolic pictures. The pupils are given the cut-out pictures and a large sheet of paper with the pictures of empty boxes. The teacher asks them to work in pairs and put the cut-out pictures in the right box and ask each other several display questions (**CS2.5**). When the pupils have finished working with the cut-outs and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures as the components of the theme “school” to the correct empty boxes on the screen (**SELS1.2, CS2.5**). In this way, images/pictures that are relevant to the concept of the theme “life in the city and the world” are consolidated through categorisation. The same activity can be done with real pictures on the white/blackboard if there is a problem with technology. To practise the meanings of the target words about the school, the teacher places several pictures for them in the different parts of the classroom. She/He then puts some flashcards with the target vocabulary for “life in the city and the world” on the blackboard/whiteboard. She/He takes a flashcard at random and shows

it to the pupils. Pupils, working in pairs, look at the flashcard, decide which picture on the classroom walls is relevant, they go to the picture together, pin the flashcard to the noticeboard and say the word together first in pairs, and then as a whole class **(SELS2.1, SELS2.2, V3.4, V7.1, LS1, LS2, LS4, CS2.5)**. To consolidate the meanings of the new vocabulary items for the concept of “school”, the teacher could organise several activities in pairs and groups with pictures and flashcards such as Bingo, Pelmanism, King’s game, Odd One out, etc. **(SELS2.2)**. These activities are closed and controlled so that pupils can practise the current (new) vocabulary about the current context in the beginning but later they work with simple and easy open-ended and communicative activities **(D2.5, SELS3.1, V4.2, V7.2, LS5)**. This is evaluated as described in items (1), (2), (3), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the pupils to copy the words in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling using the words written on the model school on the blackboard/Smart Board **(SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS1, LS4)**. This is evaluated as described in items (3) and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.3.6.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the pupils’ attention to the target language chunks of the theme, the introductory digital story is played so that the pupils can notice the target language chunks about the theme “life in the city and the world with (extended) food items and meals, eating outside and ordering food” **(D3.2, V13.1, V14.1, V17.1, LS3, LS5, CS2.2)**. While the pupils watch the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the pupils to do the same **(CS2.14)**. She/He could hold up large pictures and ask the pupils questions about the pictures with the target chunks expecting the pupils to ask and answer by using the target chunks. To check the pupils’ identification of the target language chunks, the teacher shows some picture strips that she/he has prepared for this activity, using some Web 2.0 programmes, after the pupils have watched the introductory digital story and imitated the actions and said the target language chunks. She/He asks the pupils to listen to her/him saying a target language chunk and then to look at the screen and say “Stop!” when they see a scene in the picture strips with the target chunk that the teacher has just said **(SELS3.1, CS2.7)**. The teacher stops if the pupils are correct, but not if they are not **(V3.3, V4.1, V7.1, LS1, LS2, LS4)**.

ENG.3.6.G2.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate pupils’ practice with the target language chunks, the teacher prepares necessary number of headings on the screen with symbols for the components of the theme “life in the city and the world with (extended) food items and meals, eating outside and ordering food”, and writes the appropriate language chunks to be used with each of the groups. She/He also provides the vocabulary items on the Smart Board screen. The teacher wants the pupils to think for a while and talk with their peers about which target words can be used in which language chunk group **(SELS2.2, V3.1, V10.3, V13.1, V14.1, V17.1, LS1, LS3, LS4, LS5, CS2.4)**. Then the pupils go to the board and move the words under the correct heading and say the complete sentence with the target words and the chunks. They are then asked to say a sentence with the target chunk aloud as a class. Each sentence is repeated after each pair. Their learning can be checked as described in items (5), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. The same game can be played with pictures on the blackboard if there are technological/technical problems **(D2.5)**. To organise the pupils’ further practice to consolidate the target language chunks, the teacher could create some action sequences in context by repeating, saying, and acting out with different activity bundles where their learning can be checked as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(CS2.13)**. There is no analysis or teaching of grammatical structures at this stage. Pupils can automatically, spontaneously, and naturally select and use the target language chunks in the current context **(SELS3.1, V3.4, V4.2, V7.1, LS5, CS2.3, CS2.4, CS2.16.2)**. For consolidation of the target language chunks, the teacher can facilitate more fun activities and games so that the pupils can practise and consolidate them **(V4.4, V7.2)**.

ENG.3.6.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Writing activities help pupils produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about “life in the city and the world with (extended) food items and meals, eating outside and ordering food” as in other themes. Writing activities are arranged according to age and level so they are quite limited and are gradually expanded (**V3.2, V3.4, V13.1, V14.1, V17.1, LS1, LS3, LS4, LS5**).

ENG.3.6.W2.

COPYING FROM THE MODEL: Initially, pupils produce very limited and short pieces of writing, such as words and word groups to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening/watching and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat, answering simple questions with a limited number of words, or simply explaining in context what they hear and see and what they are asked to do. They are provided a written model/example to copy. By copying a simple written model, they get used to seeing and using the target words, language chunks, punctuation, spelling and so on in written language (**D3.1, SELS3.1, V3.4, LS1, CS2.4, CS2.16.3**). To further practise guided and copied writing, the teacher gives all the pupils some paper/cardboard to make a model in groups (**SELS2.1, SELS2.2**) (of two, three, four etc.) and to write the names of the vocabulary items “life in the city and the world with (extended) food items and meals, eating outside and ordering food” next to their drawings on the model related to life in the city and the world. The teacher asks them to look at the Smart Board screen with the model related to life in the city and the world that she/he has made earlier so that the pupils can easily copy the target words for the items as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.4, V7.3, V13.1, V14.1, V17.1, LS3, LS4, LS5**).

ENG.3.6.W3.

CREATING CONTENT BASED ON THE MODEL: For practising more with the written forms of the target words, language chunks, and the social language for the theme, new contexts are created in the form of a new animated short story or a dialogue for the pupils to practise further by seeing/hearing/reading/writing (copying) the target words and language chunks about the concept of “life in the city and the world” in fun, enjoyable, varied, and versatile activities. This new content is contextual, simple, practical, and appropriate to the pupils’ age and language level (**D1.2, D1.6, SELS3.2, V3.4, V4.2, V4.4, LS1, LS4, CS2.20**).

ENG.3.6.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Pupils are encouraged to produce a variety of written products such as clauses, sentences, acronyms, messages, posters, e-mails, poems, songs and so on to express their ideas, thoughts, and feelings (**D2.5, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the pupils’ age, interests, and language level (**V3.4, V7.2, LS1, LS4**).

ENG.3.6.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Pupils interact and communicate with peers and/or other people inside or outside school by using the written language including the target words, language chunks, and the social language for the theme “life in the city and the world with (extended) food items and meals, eating outside and ordering food” from simple to more expanded versions in their writing (**SELS2.2, SELS2.3, V4.2, V13.1, V14.1, V15.1, V17.1, LS1, LS3, LS4, LS5, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce simple

digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3, V3.4, V7.2, V11.1, LS2, CS2.20**). These activities can be evaluated as described in items (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.3.6.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing expression process and asks them to express their thoughts, ideas, and feelings about the process in simple ways, for instance by using emoticons, symbols, drawings, charts etc. (**D1.5, SELS1.3, V4.2, LS1, CS2.15**). Pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs (**D2.4, D3.5, V12.1, V15.1, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V10.3, LS4**).

ENG.3.6.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance pupils' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures, and the social language expressions of the theme about "life in the city and the world with (extended) food items and meals, eating outside and ordering food" (**V3.2, V4.2, V13.1, V14.1, V17.1, LS1, LS3, LS4, LS5**).

ENG.3.6.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, pupils recognise the language with the target language items through the models (**CS2.6**). They practise the language in a controlled way, by telling, repeating, and imitating what they hear and see in the context (**D1.3, D3.2, SELS3, V3.4, LS1, LS4, CS2.4**). The spoken content of the model becomes a path for them to follow.

ENG.3.6.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new and simple photo/picture strip/pantomime/video stories, dialogues, etc. as new opportunities for the pupils to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V7.1, LS1, LS4, CS2.13**).

ENG.3.6.S4.

CONSTRUCTING SPOKEN MATERIALS: Pupils are encouraged to produce several spoken products related to the extended contexts such as simple dialogues, short texts etc. To interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "life in the city and the world with (extended) food items and meals, eating outside and ordering food" (**SELS2.2, SELS3.2, V4.2, V11.1, V13.1, V14.1, V17.1, LS1, LS3, LS4, LS5, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings for developing their oral skills (**D1.2, D1.6, D3.3, SELS3.2, SELS3.3, V3.4, V7.2, LS2, CS2.20**).

ENG.3.6.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING:

Pupils communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation

and revision. These new contents created are contextual, practical, authentic, real, and appropriate to the pupils' age, interests, and language level. Storification, drama, and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme (**V3.4, V15.1, LS1**). Pupils are encouraged to produce several spoken products related to the extended contexts such as dialogues, show and tell activities, acting out activities to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "life in the city and the world" and its components such as "(extended) food items and meals, eating outside and ordering food" (**SELS2.2, SELS3.2, V4.2, V7.2, V13.1, V14.1, V17.1, LS3, LS4, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.2, SELS3.3, V11.1, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG.3.6.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V4.2**). Some volunteer pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**SELS1.2, SELS2.2, V12.1, V20.4, LS1, LS4, CS2.15**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V10.3**).

TEACHER REFLECTION: She/He can keep a class journal in which she/he makes notes about what worked or didn't work in teaching the theme and pupils' learning and the potential reasons for this to find solutions. She/He can ask a colleague to observe her/his lessons and give feedback on the lessons (peer observation). She/He can also discuss the whole teaching process with her colleagues to specify the challenges faced throughout the whole current theme.

DIFFERENTIATION

Expansion

Objective: To talk about food items in English by using the target vocabulary and target chunks.

Activity 1: The teacher says the names of the pictures of food while hanging them on the board and asks the pupils to repeat them. After the pictures are completed, she/he shows the words one by one and asks volunteer pupils to match the words with the images of food. After matching, the teacher removes the words related to the food and only the pictures remain on the board. The teacher asks a pupil to make a sentence with one of the words he/she has chosen, for example, "I have bread". Another pupil says the sentence her friend made and adds one of the food names on the board to the sentence; such as "I have got bread and cake". All the words on the board are completed by adding one food name at a time. Thus, food names are repeated. The pupils reflect on the activity by clapping loudly or softly. The teacher provides positive feedback to encourage them. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Supporting

Objective: To talk about food items in English by using the target vocabulary and target chunks.

Activity 2: The teacher says the names of the pictures of food while hanging them on the board and asks the pupils to repeat them. After the pictures are completed, she/he shows the words one by one and asks volunteer pupils to match the words with the images of food. After the matches, one pupil makes a sentence with one of the words she chose, such as "I have got bread". Another pupil says the sentence her friend

made and adds one of the food names on the board to the sentence, such as “I have got bread and cake”. All the words on the board are completed by adding one food name at a time. Thus, food names are repeated. The pupils reflect on the activity by clapping loudly or softly. The teacher provides positive feedback to encourage them. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



PRIMARY-YEAR 4 (LEVEL: A1.3)

THEME 1: SCHOOL LIFE

Sub-themes: People at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations

This theme is centred on the concept of “school life” and covers the sub-themes of “people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 10

FIELD SKILLS AND SUPPORTIVE SKILLS FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Gramming: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V11. Independence, V12. Patience, V14. Respect, V15. Love and Affection, V16. Responsibility, V18. Cleanliness, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Sciences, Visual Arts, Music, Physical Education and Games

INTERSKILLS CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 4 is structured based on holistic approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.4.1.L1. Pupils can get ready for the listening/watching-comprehension process for the current content on “school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations”.

- a) Pupils activate their pre-existing knowledge and experiences related to the current theme and content, by recalling it in her/his own language in their minds.*
- b) Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content, by responding to simple questions with physical actions without speaking Turkish or without having a translation.*
- c) Pupils make simple predictions about the current content, by using pre-existing knowledge and experience based on the realia, pictures and context.*

ENG.4.1.L2. Pupils can bring information about the current content on “school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” together with key details and main components while listening/watching it.

- a) Pupils make simple predictions about the current content based on the surrounding audio/visual elements scattered around the classroom in relation to the current theme.*
- b) Pupils comprehend the topic of the current content by listening (to)/watching it as a whole without having intervals.*
- c) Pupils recognise concrete/simple/basic details and components within the whole introductory content by watching and listening to it by noticing the basic components.*

ENG.4.1.L3. Pupils can make meaning of/derive meaning from the current content on “school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” through details by listening/watching it carefully.

- a) Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept.*
- b) Pupils locate the components of the current content within the whole by listening and watching it.*
- c) Pupils make simple and basic classifications of the current content when necessary by grouping components, words, and other aspects with the help of visuals.*
- d) Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components, words, and other aspects with the help of visuals.*
- e) Pupils recognise very concrete/simple/basic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components.*
- f) Pupils internalise the current content personally in an age- and level-appropriate manner, recognising that it is about her/his present life at school.*

ENG.4.1.L4. Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” in a very simple way.

- a) Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content in a very simple way.*

- b) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content by sharing them with others in a very simple way.*

ENG.4.1.P1. Pupils can select and use the target phonological elements of the current content about “school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others.

- a) *Pupils listen to/watch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Pupils recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Pupils use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG.4.1.R1. Pupils can get ready for the reading-comprehension process about the current content on “school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations”.

- a) *Pupils activate their pre-existing knowledge and past experiences related to the current theme and content.*
- b) *Pupils recognise simple and basic relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Pupils make simple preliminary predictions about the current content based on recognised relationships.*

ENG.4.1.R2. Pupils can bring information about the current content on “school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it.*
- b) *Pupils grasp the topic of the current content generally by looking at the surrounding audio/visual materials quickly through skimming.*
- c) *Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning.*

ENG.4.1.R3. Pupils can make meaning of/derive meaning from the current content about “school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” by reading it carefully.

- a) *Pupils check the current content in detail for the accuracy of initial predictions that are made earlier.*
- b) *Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- c) *Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*

- d) *Pupils recognise basic horizontal/vertical relationships within the current content that contribute to the perception of it in a simple and meaningful way.*
- e) *Pupils make simple, basic, and meaningful inferences from the information in the current content by examining it.*
- f) *Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level.*

ENG.4.1.R4. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply.*

ENG.4.1.V1. Pupils can select and use the target vocabulary of the current content about “school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils hear/view target vocabulary in the current content as a whole in context.*
- b) *Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearing/watching the target material and source, together with pointing to the pictures displayed in class.*
- c) *Pupils recognise the use of the target words in the target material and source, by listening/watching it several times and seeing how and where the target words are used to describe the current concept.*
- d) *Pupils associate the contextual meanings of target words reinforced and recognised through whole class, group and individual repetition, with pre-existing conceptual meanings in mind.*
- e) *Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class, group and individual repetition.*
- f) *Pupils make use of the semantically related target vocabulary in a spontaneous, authentic and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge (in Turkish in his/her mind).*
- g) *Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends, family and other people outside the school by being aware of their differences.*

ENG.4.1.G1. Pupils can select and use the language including target grammatical elements of the current content about “school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils become familiar with the current content by listening, viewing, and reading it several times.*
- b) *Pupils reinforce familiarity with the target content by listening to/watching it several more times if necessary, through the recognition of actions involved in it.*

- c) *Pupils listen to/watch an audio/visual/written presentation of current content with target language chunks representing target language use, narrated through body language and verbal repetition.*
- d) *Pupils gain auditory/visual awareness by listening/watching/reading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition.*
- e) *Pupils repeat target language chunks many times in the current auditory/visual/written context many times, without knowing, analysing, or thinking about their rules, verbally, automatically and by pointing.*
- f) *Pupils repeat the auditory/visual/written content containing target language chunks many times automatically, naturally, and verbally within short, simple, and meaningful sentences without knowing, analysing, or thinking about their rules.*
- g) *Pupils act out physically the language chunks in the heard/viewed/seen content without knowing, analysing, or thinking about their rules.*
- h) *Pupils repeat the language chunks in the auditory/visual/written content automatically and act them out simultaneously and physically without knowing, analysing, or thinking about their rules.*
- i) *Pupils automatically select and use similar target language chunks related to the current content heard/seen/read in oral communication without knowing, analysing, or thinking about their rules.*

ENG.4.1.W1. Pupils can get ready for the writing-expression process about the current content on “school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” in an age- and level-appropriate way.

- a) *Pupils activate their pre-existing knowledge and experiences used in the initial processes of listening/viewing (and/or reading) and associate it with the current content in a simple way.*
- b) *Pupils understand correctly what the current writing task is as guided and assigned.*

ENG.4.1.W2. Pupils can copy the model/example on the writing task about the current content on “school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” based on the model/example provided to practise for further writing activities.

- a) *Pupils rewrite model/example content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills.*

ENG.4.1.W3. Pupils can organise and form a content for the assigned writing task on the current content “school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” based on the model/example provided.

- a) *Pupils organise a very simple, short, and meaningful content for a prepared and/or unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type, age, and language level.*

ENG.4.1.W4. Pupils can practise writing by constructing content for the assigned writing task on the current content “school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations”.

- a) *Pupils use materials, structural features, discourse forms, and punctuation appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task.*
- b) *Pupils select and use target words, language chunks, and social language expressions appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task related to the theme.*

- c) *Pupils express simple messages clearly for a prepared and/or unprepared writing task related to the current theme.*

ENG.4.1.W5. Pupils can reorganise and use information by reconstructing it in the new written tasks about the “school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” to communicate with other people.

- a) *Pupils use similar information from the current content in different contexts by simply, meaningfully and individually reorganising it.*
- b) *Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others.*

ENG.4.1.W6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply.*

ENG.4.1.S1. Pupils can get ready for speaking-expression process about the current content on “school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” with the help of supplementary audio-visual materials.

- a) *ENG3.1.PC1. Pupils become familiar with model/example content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listening/watching/reading and associating it with the current content.*

ENG.4.1.S2. Pupils can imitate the model/example for producing verbal content about the current theme on “school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations”.

- a) *Pupils become familiar with the model/sample content through repetition and imitation in context while and after listening (to)/watching it with the help of audio-visual aids.*

ENG.4.1.S3. Pupils can organise simple new verbal content on “school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” by speaking accurately, efficiently, and authentically.

- a) *Pupils design simple new verbal content by imitating model/sample content for prepared and/or unprepared speaking situations based on the model/sample that was listened (to)/watched earlier.*
- b) *Pupils organise simple new verbal content by imitating model/sample content for prepared/unprepared speaking situations, appropriate to the model/sample, context, age, and language level.*

ENG.4.1.S4. Pupils can form a simple new verbal content on “school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” through reconstruction by speaking accurately, efficiently, and authentically.

- a) *Pupils select and use accurate pronunciation, discourse forms, target words and language chunks for prepared and/or unprepared speaking situations, by imitating model/example content, appropriate to age and language level.*

- b) *Pupils select simple and contextually appropriate content/information quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the model/sample, age, language level, and context (question-answer, pointing and saying, selecting and saying, etc.) within the given (thinking) time.*
- c) *Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way (short monologues, dialogues, show and tell, pantomime drama, etc.).*
- d) *Pupils express messages in a concrete, simple and clear way for the listener in prepared and/or unprepared speaking situations together with mimics, gestures, and body language.*

ENG.4.1.S5. Pupils can reorganise and use information about the current theme on “school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” by reconstructing it to communicate with other people.

- a) *Pupils use the presented information in different contexts in a simple, natural, accurate and necessary way by reorganising it individually and verbally.*
- b) *Pupils engage in verbal communication by sharing the reconstructed meaningful information with others.*

ENG.4.1.S6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process in a very simple way.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way.*

CONTENT FRAME

SCHOOL LIFE:

Sub-themes: people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for People at school: A man, men, people, a woman, women, a child, children, a parent, parents, a school counsellor.

Vocabulary for school activities: To arrive at (school), to have (an assembly (homeroom-AmE.)), to attend (lessons), to have (a break (recess-AmE.)), to have breakfast/lunch, to leave (school), to meet, to do sports, to prepare, to participate in (drama performances, talent shows).

Other vocabulary: A club meeting, a school play, a sports day, a talent show, a parent-teacher meeting, a field trip, a main hall.

Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Months of the year: January, February, March, April, May, June, July, August, September, October, November, December.

Greetings:

How are you? I'm doing well, thanks!

How is it going? It's going well, thank you!

Not bad, thanks!

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Background Language Chunks in Use:

"To be" present (am, is, are):

Language Chunks:

(Who is Mrs Clark? She's/is our new school headmistress. Where's/is she now? She's/is in her office now. What's/is your favourite school activity? My favourite school activity is the drama show. What's your favourite month? My favourite month is January.)

Functions: Telling who people are, where people and things are, telling what month it is; expressing preferences for favourite months.

The Simple Present Tense:

Language Chunks: (What do you do at school in the mornings/every day/on Mondays etc.

We have a school assembly every morning).

Functions: Describing daily routines and activities at school.

The Present Progressive Tense:

Language Chunks: (What are you doing at school now? We're having lunch at school now).

Functions: Describing activities at school at present time.

Personal Pronouns: I, we, he, she, it, we, you, they.

Functions: Referring to the speaker as the subject.

Target Language Chunks in Use:**The Simple Present Tense vs The Present Progressive Tense:**

(I always read books in the morning but I am listening to music today)

Functions: Contrasting habitual actions with temporary or current actions.

Comparing things-Superlative forms of adjectives (Regular adjectives):

(Maths was the hardest subject for her last year. This is the smartest student group in the school).

Function: Comparing more than two people, things, or places and expressing the highest or lowest degree of a quality.

Prepositions: in, on, at, during, between.

Functions: Indicating time, place, or position in relation to other objects or events.

Wh- question words: what, where, who, why, when, which, what kind of.

Functions: Asking for specific information about things, people, reasons, places, times, or choices.

Demonstrative pronouns: this, that

Functions:

This: Referring to something specific that is close to the speaker in space, time, or context; modifying a noun, indicating something nearby or immediately relevant.

That: Referring to something specific that is farther away in space, time, or context from the speaker.

Demonstrative pronouns: these, those

Functions:

These: Expressing the physical or metaphorical closeness of the referent.

Those: Referring things or people away from the speaker.

Linking words: Because

Target Social Language in Use:

See you next week!

It sounds great!

Come on!

What's going on?

What's up?

Thanks a lot!

Let's not be late!

I can't wait!

I hope so.

Target Phonological Sounds in Use:

Vowel: a

Consonant: b

Vowel a: (/æ/, /aeɪ/, /ə/, /ɑ:/, /eɪ/, /a:/, /a/, /ɔ:/, /eə/)

Consonant: b: (/b/, silent /b/)

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

"School life" is present in almost all languages because it is one of the most basic parts of almost all human beings' and all children's lives in different parts of the world. People who start to learn a new language bring with them their previous/pre-existing knowledge and transfer it to their new language learning. So, a primary school pupil in year 4 will know what "school life" means as a concept but will not know its equivalents in another language if it has not been covered in their existing foreign language curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn it more easily in a foreign language, English in this case.

Key Concepts:

Routines, daily routines, activities, people, routines at school, activities at school, daily routines and activities at school, activities at present, favourites, favourite activities, months, favourite months, national days, celebrations, national days and celebrations.

INDICATORS FOR LEARNING (Assessment and Evaluation)**EVALUATION FOR THE SKILLS AND THE CONTENT:**

PERFORMANCE ASSIGNMENT: Pupils will create a School Life Diary to describe their typical day, favourite activities, and special celebrations. They will write about their daily routines, like what they do when they arrive at school, during assemblies, and their lunch or breaks. Pupils will also share their favourite activities such as sports or drama performances. Next, they will write about national holidays like the “Republic Day”, explaining how these are celebrated at school. Finally, pupils will describe what they are doing at present, by using phrases like, “We’re having lunch” and they will ask each other questions about school routines and share their answers. After completing their diaries, they will present them to the class. The class will rate the presentations through the rating scales or checklists given by the teacher.

LEARNING-TEACHING EXPERIENCES**Basic Acceptations: Preparedness/ Readiness**

This theme is based on the pupils’ knowledge of the “people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” in their own language. As the pupils are 9-year-old primary school children, they can know what “people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” mean in their own language and to be able to express them in their own language. However, they would not know them in a foreign language, in this case English, if they were not covered in their existing school curriculum. This knowledge in their own language would prepare them to identify the same concepts in their foreign language, English, without speaking any Turkish. It is assumed that they have learnt how to ask what things are and how to introduce them using language chunks such as “What’s/is your favourite school activity? My favourite school activity is the drama show. What’s your favourite month? My favourite month is January. What do you do at school in the mornings/every day/on Mondays etc. We have a school assembly every morning. What are you doing at school now? We’re having lunch at school now” in English from the previous year. These chunks can be used as a basis for learning the new language chunks in the current theme making the new chunks easier to learn. This can be an activity such as a short game, a physical activity, listening to a song/chant/rhyme and so on which will not require any English knowledge and also there will not be a need to speak Turkish.

Pre-Evaluation Process

It is expected that pupils’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about “school life” as a concept in English. Some previous themes from previous years would be helpful as a basis for moving on and learning the current content on the concept of “people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations”. Therefore, a dialogue game can be played to revise content about “school life” they learnt before. Some language chunks are also revised as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use previously learnt vocabulary and language chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics and/or checklists.)

Establishing Links

Pupils are asked to recall the current (theme) concept of “school life” and its components such as “people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations”, by remembering their previous/pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without translating anything until they start learning the target words in the current concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept various visual materials such as a short digital cartoon, a picture, a poster can be prepared and shown (it can be a paper picture format if there are technological problems) before the main teaching/learning flow of the lesson begins. The pupils are facilitated through the materials they have learnt the concept of it in the previous years with various activities. Then they are asked in simple English what was it about. They get help from the teacher to be able remember and say. For example the teacher could show the pictures with the words next to them so that pupils can remember some vocabulary and language chunks from the previous years. The teacher asks them to wait until they see the next visual, which is the main entry material of the theme, the introductory digital story, without asking any further questions.

One of the example practices could be to point correctly to a picture of the current concept in it when they are given instructions by the teacher in simple English. Pupils give responses by pointing out relevant so-called pictures without speaking any Turkish but only in very simple English or with mimics and gestures. In this way, connections are made between pre-existing knowledge about the current theme (in their minds) in their own language and the present information about the concept through meaningful contextualised activities with visuals within the theme.

Learning-Teaching Practices

WARM UP TO THE WHOLE THEME FOR WELL-BEING

Before starting to work on the theme, to prepare the pupils emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the pupils feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as playing a short game, doing a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, saying a tongue twister, etc. that has no relation or connection to the current theme and does not require any knowledge of English. This is done only for fun and relaxation. **(D2.5, SELS2.1, V12.1, LS2, LS4).**

INTEGRATION OF LANGUAGE SKILLS IN THE THEME:

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around a central topic and sub-themes, allowing pupils to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where pupils engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.4.1.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: After having an activity about the current theme during the background recall session, pupils can have a vision of “school life” in their minds, so a further concept check would help them prepare for the current theme **(D3.2, SELS1.1, V3.2, LS1, CS2.11, CS2.16.2).** For instance, the teacher could bring into the classroom and show a card model of a school and

sets of pictures about the components of it. The teacher then asks the pupils to point to the pictures in or on the model. She/He asks what they think the topic of the main context of the theme, the introductory digital story, that they are going to watch is about (**V3.3, LS2, LS4, CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme. It is both an entry material and the main context to the whole theme at the same time. (A 3-D model of school life can also be created using Web 2.0 programmes.) They can guess the sub-concepts of school life, so they can easily understand that the current theme will be “school life” (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.4, LS1, LS2, LS4, CS2.10, CS2.17**).

ENG.4.1.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: To have access to the current theme, the teacher asks the pupils to watch the introductory digital story carefully recalling the pictures shown earlier (**CS2.11**). The introductory digital story is watched to identify the target theme “school life with (extended) people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” as a whole, without stopping the video at any point, so that the pupils can understand the theme/topic holistically (**D3.2, SELS1.1, V3.2, V3.3, V3.4, V4.1, V4.4, V14.1, V16.1, V16.2, V18.2, V19.1, V19.2, LS1, LS2, LS4, CS2.14, CS2.16.2**).

ENG.4.1.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw the pupils’ attention to the content about school life and its relevant components, some pictures are brought into the classroom by the teacher. The teacher brings a necessary number of large boxes for the pictures (some symbols are stuck on the boxes for school life with (extended) people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations) and puts the boxes on the table. She/He puts the corresponding picture into the related box when the corresponding vocabulary is mentioned in the introductory digital story without stopping the video while the pupils watch the story (**V3.2, V3.3, V3.4, V4.1, V4.4, V10.3, V14.1, V16.1, V16.2, V18.2, V19.1, V19.2, LS1**). When they have watched the whole story, the teacher shows the items in the boxes on the table and asks some simple display questions about it. In this way, the teacher could carry out a monologue and also engage in a dialogue with the whole class to check that they have recognised the theme as a whole through its components, which can be used to check their learning as described in item (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, SELS2.1, V4.2, V6.1, LS2, LS4, CS2.8**). After watching the introductory digital story, the teacher takes all the pictures out of the boxes and puts them back on the table again and says the word “school life” several times aloud, and the pupils repeat after her/him. In this way, the main vocabulary of the theme “school life” is introduced to the pupils in English. To remember the sequence of the scenes with the parts, places, and people in the “school life” in the introductory digital story, the teacher shows the mixed images/pictures of the scenes on the Smart Board and asks the pupils to look at the images/ pictures of these scenes for a while (**CS2.3**). She/He then asks them to order the scenes in pairs with the mixed paper pictures she has already given to the pupils (**SELS2.2, V3.4, V4.2, LS1, LS2**). When the pairs have finished sorting the pictures for scenes of the story, the teacher asks the pupils to take turns or volunteer to order the scenes on the screen of the Smart Board (or the pictures on the blackboard (**SELS1.2, V4.1, V14.1, V20.4, LS4, CS2.6, CS2.10**)). This will help the teacher organise the story as a whole so that the pupils can identify the main theme and the components of the theme through their memories (**D1.2, D1.6, D2.3, CS2.12**).

ENG.4.1.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V7.2**). Some volunteer pupils express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs

and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, V20.4, LS5, LS6**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V10.3**).

ENG.4.1.P1.

RECOGNITION OF TARGET PRONUNCIATION: To recognise the pronunciation of the new target words, language chunks, and social language expressions about the theme “school life with (extended) people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations”, the teacher puts on the table the pictures and boxes that she/he has previously used. She/He holds up each picture and asks the pupils to repeat each word aloud a few times as a whole class after listening to the recordings she/he has prepared beforehand using some Web 2.0 programmes. She/He puts the picture in the correct box about the group corresponding to the word while repeating the words with the whole class (**V3.2, V3.3, V3.4, V4.1, V4.4, V14.1, V16.1, V16.2, V18.2, V19.1, V19.2, LS1, LS4, CS2.16.3**). The teacher could offer variations with some techniques, such as showing the picture of the target words about school to the pupils to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both. To help the pupils pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers, using the shadow technique, in which pupils immediately repeat whatever the teacher is saying or the story, without pausing (**D1.3, SELS1.2, SELS2.1, V3.4, V7.1, LS2, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be extended with different forms of TPR activities, e.g. first the teacher says the target words for the school and its components, the pupils listen; then the teacher says the target words and acts them out, the pupils repeat after her/him (**SELS2.1, CS2.6**). Then the teacher and the pupils say the target words and act them out together at the same time. Then the pupils say the words, and the teacher acts them out (**V3.4, V4.2, V15.1, LS4**). These “school life”-related actions can be done through the actions which can be done in the school, but they are only used for acting without teaching them as verbs in English. For instance, they can pretend to do things according to the topic. As a variation, they can also repeat the words after the teacher happily, sadly, angrily etc. using different tones of voice through TPR techniques (**SELS2.3, V11.1, V12.2, LS5, CS2.9**). Then some groups of pupils say the words, some groups of pupils act them out. While doing the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom. Some action sequences are also created through which the pupils can practise the social language expressions of the theme in a fun way by repeating, pointing, and miming in several games. Several fun pronunciation games could be played where pupils whisper a target word into the ears of their peers forming a chain and the last person says it aloud and the class checks if the word is pronounced correctly or not (**D2.5, SELS2.1, SELS2.2, V4.3, V4.4, V6.2, LS6, CS2.12**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.1.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading activities throughout the theme when and where necessary with precise techniques and the necessary amount. Reading is quite limited for this age group and it is done in two ways in the theme, by using a short extract from the written version of the introductory digital story and/or additional short reading texts in reading sections of the teaching materials to be used. The texts are very short, precise, and simple, as they are limited reading texts. Various reading styles including reading aloud, chorus reading, silent reading, and speed reading are used as main styles. Basic reading techniques such as skimming, scanning, and reading for detail are used in very simplified ways. Pre-reading, while-reading and post-reading phases are used in a simplified and age-appropriate way in the theme. The ultimate aim of reading practice is to increase comprehension, improve fluency, develop pre-critical thinking skills, support the ability to comprehend and

help talk/write about the content in a meaningful and communicative way. In this way pupils' language and communicative competence improve gradually (**V3.2, LS1, LS4, CS2.3, CS2.6, CS3.3**). For the initial stage of reading, the teacher asks the pupils to look at quickly the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme on "school life with (extended) people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations" (**V3.2, V3.3, V3.4, V4.1, V4.4, V14.1, V16.1, V16.2, V18.2, V19.1, V19.2, LS2, LS4, CS2.8**). At this stage, the teacher could ask the pupils to read the title/heading of the content and ask the pupils which words they already know, and which come to mind in connection with the title by showing them a list of words and corresponding pictures to choose the ones they know (**SELS1.1, V3.4, LS1, CS2.16.2**). She/He reminds them not to ask for the meanings of new words or the words they do not know. She/He reminds them that this is only a recalling activity to check the words they know and that there will be time to work on the new words of the new theme later (**D3.2, D3.6, V12.1, CS2.10, CS2.12**).

ENG.4.1.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: To see the written forms of the target words and to do some simple reading, the teacher asks the pupils to look at the Smart Board where she/he shows a 3-D house model of "school life" (that she/he has used earlier). Next to each item, the written form of the word is provided on the model. The teacher asks the pupils to read the words first silently. The teacher then points to a word at random and asks the pupils to read it out loud as a whole class. Then she/he invites volunteers to come to the board and they point to different words and the rest of the class read them aloud as a chorus (**D2.3, SELS1, V3.4, V4.2, V20.4, LS1, LS2, LS4, CS2.12**).

ENG.4.1.R3.

MAKING MEANING THROUGH READING: The teacher then shows (a short extract from) the written version of the introductory digital story (or another text about the theme) on the blackboard/Smart Board. She/ He asks the pupils to read after her/him using the shadow reading technique as a whole class. She/He could also try different versions such as pyramid reading or radio reading techniques (reading silently for a while and then aloud, then silently, and so on) which are the combinations of silent and aloud reading using rhythms as prompts (**V3.4, V7.2**). After reading the words/word groups/clauses in the content, pupils proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1, V3.3, LS1, LS4, CS2.14**). From display to communicative open-ended, various types of questions are used to understand the meaning of the short and simple texts about "school life with (extended) people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations" (**SELS3.1, SELS3.2**). During this process pupils work collaboratively to exchange information, thoughts, and feelings (**SELS2.2, V3.2, V3.3, V3.4, V4.1, V4.2, V4.4, V14.1, V16.1, V16.2, V18.2, V19.1, V19.2, CS2.6**). This is evaluated as described in items (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.1.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer pupils express what they think and feel about them (**V20.4, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V12.2, LS1**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.4, V10.3**).

ENG.4.1.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, pupils remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions (**SELS1.1, V3.2, LS1, LS2, LS4**). As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme.

ENG.4.1.V2.

RECOGNITION OF THE TARGET VOCABULARY: To introduce the meaning of the vocabulary related to the theme “school life with (extended) people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations”, the teacher asks the pupils to watch the introductory digital story again. A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help pupils to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some pictures for the vocabulary about the main components of the theme that take place in the story/text (**V3.2, V3.3, V3.4, V4.1, V4.4, V14.1, V16.1, V16.2, V18.2, V19.1, V19.2**). Pupils circle or tick the ones that they have heard, seen and scanned (quickly read) in the story/text. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, CS2.4, CS2.6, CS2.7**). Then, from the beginning, whenever an item related to “school life” is mentioned, the teacher stops the video and asks a question in the form of two options by showing their pictures (**CS2.16.1, CS2.6**). By guessing what they are based on the pictures, the scene, and the sound, pupils hear the English equivalents of the words for the school life with (extended) people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations, and they answer as a whole class. In this way, they are introduced to the meaning of the target words (**D1.1, CS2.10**). This is done in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**)(3) and (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**V3.2, V3.3, V3.4, V4.1, V4.2, V4.4, V14.1, V16.1, V16.2, V18.2, V19.1, V19.2, LS1, LS2, LS4**).

ENG.4.1.V3.

SELECTION AND USE OF TARGET VOCABULARY: To check whether the pupils are aware of the components of the main theme “school”, the teacher prepares an activity using the Web 2.0 program with images/pictures of components of “school life”. She/He prepares three boxes on one side of the screen and mixed images/pictures for target vocabulary related to the “school life” on the other side. She/He asks the pupils to look at the mixed pile of images/pictures on the Smart Board screen and scan them for a while to remember them (**CS2.4**). She/He asks the pupils to drag the objects about the components of the theme into the correct box on the screen. The boxes have the words for each component represented on them with symbolic pictures. The pupils are given the cut-out pictures and a large sheet of paper with the pictures of empty boxes. The teacher asks them to work in pairs and put the cut-out pictures in the right box and ask each other several display questions (**CS2.5**). When the pupils have finished working with the cut-outs and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures as the components of the theme “school” to the correct empty boxes on the screen (**SELS1.2, CS2.5**). In this way, images/pictures that are relevant to the concept of the theme “school life” are consolidated through categorisation. The same activity can be done with real pictures on the white/blackboard if there is a problem with technology. To practise the meanings of the target words about the school, the teacher places several pictures for them in the different parts of the classroom. She/He then puts some flashcards with the target vocabulary for “school life” on the blackboard/whiteboard. She/He takes a flashcard at random and shows it to the pupils. Pupils, working in pairs, look at the flashcard, decide which picture on the classroom walls is relevant, they go to the picture together, pin the flashcard to the noticeboard and say the word together first in pairs, and then as a whole class (**SELS2.1**,

SELS2.2, V3.4, V7.1, LS1, LS2, LS4, CS2.5). To consolidate the meanings of the new vocabulary items for the concept of "school", the teacher could organise several activities in pairs and groups with pictures and flashcards such as Bingo, Pelmanism, King's game, Odd One out, etc. **(SELS2.2).** These activities are closed and controlled so that pupils can practise the current (new) vocabulary about the current context in the beginning but later they work with simple and easy open-ended and communicative activities **(D2.5, SELS3.1, V4.2, V7.2, LS5).** This is evaluated as described in items (1), (2), (3), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the pupils to copy the words in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other's spelling using the words written on the model school on the blackboard/Smart Board **(SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS1, LS4).** This is evaluated as described in items (3) and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.1.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the pupils' attention to the target language chunks of the theme, the introductory digital story is played so that the pupils can notice the target language chunks about the theme "school life with (extended) people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations" **(D3.2, V19.1, V19.2, CS2.2).** While the pupils watch the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the pupils to do the same **(CS2.14).** She/He could hold up large pictures and ask the pupils questions about the pictures with the target chunks expecting the pupils to ask and answer by using the target chunks. To check the pupils' identification of the target language chunks, the teacher shows some picture strips that she/he has prepared for this activity, using some Web 2.0 programmes, after the pupils have watched the introductory digital story and imitated the actions and said the target language chunks. She/He asks the pupils to listen to her/him saying a target language chunk and then to look at the screen and say "Stop!" when they see a scene in the picture strips with the target chunk that the teacher has just said **(SELS3.1, CS2.7).** The teacher stops if the pupils are correct, but not if they are not **(V3.2, V3.3, V3.4, V4.1, V4.4, V14.1, V16.1, V16.2, V18.2, V7.1, LS1, LS2, LS4).**

ENG.4.1.G2.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate pupils' practice with the target language chunks, the teacher prepares necessary number of headings on the screen with symbols for the components of the theme "school life with (extended) people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations", and writes the appropriate language chunks to be used with each of the groups. She/He also provides the vocabulary items on the Smart Board screen. The teacher wants the pupils to think for a while and talk with their peers about which target words can be used in which language chunk group **(SELS2.2, V3.1, V3.2, V3.3, V3.4, V4.1, V4.4, V10.3, V14.1, V16.1, V16.2, V18.2, V19.1, V19.2, LS1, LS4, CS2.4).** Then the pupils go to the board and move the words under the correct heading and say the complete sentence with the target words and the chunks. They are then asked to say a sentence with the target chunk aloud as a class. Each sentence is repeated after each pair. Their learning can be checked as described in items (5), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. The same game can be played with pictures on the blackboard if there are technological/technical problems **(D2.5).** To organise the pupils' further practice to consolidate the target language chunks, the teacher could create some action sequences in context by repeating, saying, and acting out with different activity bundles where their learning can be checked as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(CS2.13).** There is no analysis or teaching of grammatical structures at this stage. Pupils can automatically, spontaneously, and naturally select and use the target language chunks in the current context **(SELS3.1, V3.4, V4.2, V7.1, LS5, CS2.3, CS2.4, CS2.16.2).** For consolidation of the target language chunks, the teacher can facilitate more fun activities and games so that the pupils can practise and consolidate them **(V4.4, V7.2).**

ENG.4.1.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Writing activities help pupils produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about “school life with (extended) people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” as in other themes. Writing activities are arranged according to age and level so they are quite limited and are gradually expanded (**V3.2, V3.3, V3.4, V4.1, V4.4, V14.1, V16.1, V16.2, V18.2, V19.1, V19.2, LS1, LS4**).

ENG.4.1.W2.

COPYING FROM THE MODEL: Initially, pupils produce very limited and short pieces of writing, such as words and word groups to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening/watching and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat, answering simple questions with a limited number of words, or simply explaining in context what they hear and see and what they are asked to do. They are provided a written model/example to copy. By copying a simple written model, they get used to seeing and using the target words, language chunks, punctuation, spelling and so on in written language (**D3.1, SELS3.1, V3.4, LS1, CS2.4, CS2.16.3**). To further practise guided and copied writing, the teacher gives all the pupils some paper/cardboard to make a model in groups (**SELS2.1, SELS2.2**) (of two, three, four etc.) and to write the names of the vocabulary items “school life with (extended) people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” next to their drawings on the model related to school life. The teacher asks them to look at the Smart Board screen with the model related to school life that she/he has made earlier so that the pupils can easily copy the target words for the items as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum (**V3.2, V3.4, V4.1, V4.4, V7.3, V14.1, V16.1, V16.2, V18.2, V19.1, V19.2, LS4**).

ENG.4.1.W3.

CREATING CONTENT BASED ON THE MODEL: For practising more with the written forms of the target words, language chunks, and the social language for the theme, new contexts are created in the form of a new animated short story or a dialogue for the pupils to practise further by seeing/hearing/reading/writing (copying) the target words and language chunks about the concept of “school life” in fun, enjoyable, varied, and versatile activities. This new content is contextual, simple, practical, and appropriate to the pupils’ age and language level (**D1.2, D1.6, SELS3.2, V3.4, V4.2, V4.4, LS1, LS4, CS2.20**).

ENG.4.1.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Pupils are encouraged to produce a variety of written products such as clauses, sentences, acronyms, messages, posters, e-mails, poems, songs and so on to express their ideas, thoughts, and feelings (**D2.5, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the pupils’ age, interests, and language level (**V3.4, V7.2, LS1, LS4**).

ENG.4.1.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Pupils interact and communicate with peers and/or other people inside or outside school by using the written language including the target words, language chunks, and the social language for the theme “school life with (extended) people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations” from simple to more expanded versions in their writing (**SELS2.2, SELS2.3, V3.2, V3.3**).

V3.4, V4.1, V4.2 V4.4, V10.3, V14.1, V15.1, V16.1, V16.2, V18.2, V19.1, V19.2, LS1, LS4, LS5, CS2.20). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce simple digital materials and projects at school and at home in a variety of ways **(D3.3, SELS3.2, SELS3, V3.4, V7.2, V11.1, LS2, CS2.20).** These activities can be evaluated as described in items (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.1.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing expression process and asks them to express their thoughts, ideas, and feelings about the process in simple ways, for instance by using emoticons, symbols, drawings, charts etc. **(D1.5, SELS1.3, V4.2, LS1, CS2.15).** Pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs **(D2.4, D3.5, V12.1, V15.1, SELS2.2).** The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3, LS4).**

ENG.4.1.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance pupils' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures, and the social language expressions of the theme about "school life with (extended) people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations" **(V3.2, V3.3, V3.4, V4.1, V4.2 V4.4, V10.3, V14.1, V16.1, V16.2, V18.2, V19.1, V19.2, LS1, LS4, LS5).**

ENG.4.1.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, pupils recognise the language with the target language items through the models **(CS2.6).** They practise the language in a controlled way, by telling, repeating, and imitating what they hear and see in the context **(D1.3, D3.2, SELS3, V3.4, LS1, LS4, CS2.4).** The spoken content of the model becomes a path for them to follow.

ENG.4.1.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new and simple photo/picture strip/pantomime/video stories, dialogues, etc. as new opportunities for the pupils to talk about them for practising further through questions, explanations, inferences etc. **(D1.3, SELS3.2, V3.4, V7.1, LS1, LS4, CS2.13).**

ENG.4.1.S4.

CONSTRUCTING SPOKEN MATERIALS: Pupils are encouraged to produce several spoken products related to the extended contexts such as simple dialogues, short texts etc. To interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "school life with (extended) people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations" **(SELS2.2, SELS3.2, V4.1, V4.2, V4.4, V11.1, V14.1, V16.1, V16.2, V18.2, V19.1, V19.2, LS1, LS4, LS5, CS2.20).** AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings for developing their oral skills **(D1.2, D1.6, D3.3, SELS3.2, SELS3.3, V3.4, V7.2, LS2, CS2.20).**

ENG.4.1.S5.**RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING:**

Pupils communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20)**. Picture strip stories can be used at the end of each theme to provide a consolidation and revision. These new contents created are contextual, practical, authentic, real, and appropriate to the pupils' age, interests, and language level. Storification, drama, and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme **(V3.4, V15.1, LS1)**. Pupils are encouraged to produce several spoken products related to the extended contexts such as dialogues, show and tell activities, acting out activities to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "school life" and its components such as "(extended) people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations" **(SELS2.2, SELS3.2, V3.2, V3.3, V3.4, V4.1, V4.2, V4.4, V7.2, V10.3, V14.1, V16.1, V16.2, V18.2, V19.1, V19.2, LS4, CS3.1, CS2.20)**. AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.2, SELS3.3, V11.1, LS2, CS2.20)**. These are evaluated as described in items (7), (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG.4.1.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V4.2)**. Some volunteer pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(SELS1.2, SELS2.2, V12.1, V20.4, LS1, LS4, CS2.15)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V4.3, V10.3)**.

TEACHER REFLECTION: She/He can keep a class journal in which she/he makes notes about what worked or didn't work in teaching the theme and pupils' learning and the potential reasons for this to find solutions. She/He can ask a colleague to observe her/his lessons and give feedback on the lessons (peer observation). She/He can also discuss the whole teaching process with her colleagues to specify the challenges faced throughout the whole current theme.

DIFFERENTIATION**Expansion**

Objective: To ask and answer about people at school; daily routines and activities at school; favourite activities at school, in English, by using the target vocabulary and target chunks.

Activity 1: Tap and Match

Pupils work in groups to match school-themed questions with their corresponding answers. The answer cards are placed face-up on the table, while the question cards are kept in a box face-down. Each group takes turns being the reader. The reader draws a question card, reads it aloud, and the other groups collaborate to quickly find and slap the correct answer card on the table.

Questions:

- What do you do at school in the morning?
- What is your favourite school activity?
- What are you doing at school now?

Answers:

- We have a school assembly every morning.
- My favourite school activity is the drama performance.
- We are having lunch now.

Each correct match earns a point for the group. The game continues until all questions are matched. The group with the most points wins, encouraging teamwork and helping pupils improve their understanding of school-themed vocabulary and sentence structures. The teacher provides positive feedback to motivate them. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Supporting

Objective: To identify people at school; daily routines and activities at school; favourite activities at school, in English, by using target vocabulary.

Activity 1: Tap and Match

“Tap and Match” is a fun game where pupils match school-themed words with corresponding images. Pupils play this game using image cards placed face-up on the table and word cards read aloud. In each round, one pupil acts as the “reader” and picks a word card to read aloud. Other pupils quickly identify and tap the correct image card. The first pupil to tap the correct card earns a point, while tapping the wrong card means losing their turn for that round. At the end of the game, the pupil or group with the most points wins. This activity supports vocabulary building and visual memory in a fun and engaging way. The teacher provides positive feedback to encourage them. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 2: CLASSROOM LIFE

Sub-themes: School subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons

This theme is centred on the concept of “classroom life” and covers the sub-themes of “school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 10

FIELD SKILLS AND SUPPORTIVE SKILLS FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Gramming: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V14. Respect, V15. Love and Affection, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Sciences, Visual Arts, Music, Physical Education and Games

INTERSKILLS CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 4 is structured based on holistic approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.4.2.L1. Pupils can get ready for the listening/watching-comprehension process for the current content on “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons”.

- a) Pupils activate their pre-existing knowledge and experiences related to the current theme and content, by recalling it in her/his own language in their minds.*
- b) Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content, by responding to simple questions with physical actions without speaking Turkish or without having a translation.*
- c) Pupils make simple predictions about the current content, by using pre-existing knowledge and experience based on the realia, pictures and context.*

ENG.4.2.L2. Pupils can bring information about the current content on “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” together with key details and main components while listening/watching it.

- a) Pupils make simple predictions about the current content based on the surrounding audio/visual elements scattered around the classroom in relation to the current theme.*
- b) Pupils comprehend the topic of the current content by listening (to)/watching it as a whole without having intervals.*
- c) Pupils recognise concrete/simple/basic details and components within the whole introductory content by watching and listening to it by noticing the basic components.*

ENG.4.2.L3. Pupils can make meaning of/derive meaning from the current content on “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” through details by listening/watching it carefully.

- a) Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept.*
- b) Pupils locate the components of the current content within the whole by listening and watching it.*
- c) Pupils make simple and basic classifications of the current content when necessary by grouping components, words, and other aspects with the help of visuals.*
- d) Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components, words, and other aspects with the help of visuals.*
- e) Pupils recognise very concrete/simple/basic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components.*
- f) Pupils internalise the current content personally in an age- and level-appropriate manner, recognising that it is about her/his present life at school.*

ENG.4.2.L4. Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” in a very simple way.

- a) Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content in a very simple way.
- b) Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content by sharing them with others in a very simple way.

ENG.4.2.P1. Pupils can select and use the target phonological elements of the current content about “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others.

- a) Pupils listen to/watch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.
- b) Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.
- c) Pupils recognise the target phonological elements of the current content when they are heard in different contexts.
- d) Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.
- e) Pupils use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.

ENG.4.2.R1. Pupils can get ready for the reading-comprehension process about the current content on “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons”.

- a) Pupils activate their pre-existing knowledge and past experiences related to the current theme and content.
- b) Pupils recognise simple and basic relationships between their pre-existing knowledge, past experiences and clues to the current content.
- c) Pupils make simple preliminary predictions about the current content based on recognised relationships.

ENG.4.2.R2. Pupils can bring information about the current content on “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it.
- b) Pupils grasp the topic of the current content generally by looking at the surrounding audio/visual materials quickly through skimming.
- c) Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning.

ENG.4.2.R3. Pupils can make meaning of/derive meaning from the current content about “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” by reading it carefully.

- a) Pupils check the current content in detail for the accuracy of initial predictions that are made earlier.
- b) Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way.

- c) *Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- d) *Pupils recognise basic horizontal/vertical relationships within the current content that contribute to the perception of it in a simple and meaningful way.*
- e) *Pupils make simple, basic, and meaningful inferences from the information in the current content by examining it.*
- f) *Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level.*

ENG.4.2.R4. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply.*

ENG.4.2.V1. Pupils can select and use the target vocabulary of the current content about “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils hear/view target vocabulary in the current content as a whole in context.*
- b) *Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearing/watching the target material and source, together with pointing to the pictures displayed in class.*
- c) *Pupils recognise the use of the target words in the target material and source, by listening/watching it several times and seeing how and where the target words are used to describe the current concept.*
- d) *Pupils associate the contextual meanings of target words reinforced and recognised through whole class, group and individual repetition, with pre-existing conceptual meanings in mind.*
- e) *Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class, group and individual repetition.*
- f) *Pupils make use of the semantically related target vocabulary in a spontaneous, authentic and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge (in Turkish in his/her mind).*
- g) *Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends, family and other people outside the school by being aware of their differences.*

ENG.4.2.G1. Pupils can select and use the language including target grammatical elements of the current content about “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils become familiar with the current content by listening, viewing, and reading it several times.*

- b) *Pupils reinforce familiarity with the target content by listening to/watching it several more times if necessary, through the recognition of actions involved in it.*
- c) *Pupils listen to/watch an audio/visual/written presentation of current content with target language chunks representing target language use, narrated through body language and verbal repetition.*
- d) *Pupils gain auditory/visual awareness by listening/watching/reading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition.*
- e) *Pupils repeat target language chunks many times in the current auditory/visual/written context many times, without knowing, analysing, or thinking about their rules, verbally, automatically and by pointing.*
- f) *Pupils repeat the auditory/visual/written content containing target language chunks many times automatically, naturally, and verbally within short, simple, and meaningful sentences without knowing, analysing, or thinking about their rules.*
- g) *Pupils act out physically the language chunks in the heard/viewed/seen content without knowing, analysing, or thinking about their rules.*
- h) *Pupils repeat the language chunks in the auditory/visual/written content automatically and act them out simultaneously and physically without knowing, analysing, or thinking about their rules.*
- i) *Pupils automatically select and use similar target language chunks related to the current content heard/seen/read in oral communication without knowing, analysing, or thinking about their rules.*

ENG.4.2.W1. Pupils can get ready for the writing-expression process about the current content on “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” in an age- and level-appropriate way.

- a) *Pupils activate their pre-existing knowledge and experiences used in the initial processes of listening/viewing (and/or reading) and associate it with the current content in a simple way.*
- b) *Pupils understand correctly what the current writing task is as guided and assigned.*

ENG.4.2.W2. Pupils can copy the model/example on the writing task about the current content on “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” based on the model/example provided to practise for further writing activities.

- a) *Pupils rewrite model/example content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills.*

ENG.4.2.W3. Pupils can organise and form a content for the assigned writing task on the current content “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” based on the model/example provided.

- a) *Pupils organise a very simple, short, and meaningful content for a prepared and/or unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type, age, and language level.*

ENG.4.2.W4. Pupils can practise writing by constructing content for the assigned writing task on the current content “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons”.

- a) *Pupils use materials, structural features, discourse forms, and punctuation appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task.*

- b) *Pupils select and use target words, language chunks, and social language expressions appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task related to the theme.*
- c) *Pupils express simple messages clearly for a prepared and/or unprepared writing task related to the current theme.*

ENG.4.2.W5. Pupils can reorganise and use information by reconstructing it in the new written tasks about the “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” to communicate with other people.

- a) *Pupils use similar information from the current content in different contexts by simply, meaningfully and individually reorganising it.*
- b) *Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others.*

ENG.4.2.W6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply.*

ENG.4.2.S1. Pupils can get ready for speaking-expression process about the current content on “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” with the help of supplementary audio-visual materials.

- a) *Pupils become familiar with model/example content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listening/watching/reading and associating it with the current content.*

ENG.4.2.S2. Pupils can imitate the model/example for producing verbal content about the current theme on “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons”.

- a) *Pupils become familiar with the model/sample content through repetition and imitation in context while and after listening (to)/watching it with the help of audio-visual aids.*

ENG.4.2.S3. Pupils can organise simple new verbal content on “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” by speaking accurately, efficiently, and authentically.

- a) *Pupils design simple new verbal content by imitating model/sample content for prepared and/or unprepared speaking situations based on the model/sample that was listened (to)/watched earlier.*
- b) *Pupils organise simple new verbal content by imitating model/sample content for prepared/unprepared speaking situations, appropriate to the model/sample, context, age, and language level.*

ENG.4.2.S4. Pupils can form a simple new verbal content on “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” through reconstruction by speaking accurately, efficiently, and authentically.

- a) Pupils select and use accurate pronunciation, discourse forms, target words and language chunks for prepared and/or unprepared speaking situations, by imitating model/example content, appropriate to age and language level.*
- b) Pupils select simple and contextually appropriate content/information quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the model/sample, age, language level, and context (question-answer, pointing and saying, selecting and saying, etc.) within the given (thinking) time.*
- c) Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way (short monologues, dialogues, show and tell, pantomime drama, etc.).*
- d) Pupils express messages in a concrete, simple and clear way for the listener in prepared and/or unprepared speaking situations together with mimics, gestures, and body language.*

ENG.4.2.S5. Pupils can reorganise and use information about the current theme on “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” by reconstructing it to communicate with other people.

- a) Pupils use the presented information in different contexts in a simple, natural, accurate and necessary way by reorganising it individually and verbally.*
- b) Pupils engage in verbal communication by sharing the reconstructed meaningful information with others.*

ENG.4.2.S6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process in a very simple way.*
- b) Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way.*

CONTENT FRAME

CLASSROOM LIFE:

Sub-themes: School subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons

Target Vocabulary in Use (with revisional vocabulary):

Classroom objects: A folder, a board marker, a calculator, a highlighter, a stapler, a folder, a poster, a chart, a worksheet, an activity book.

Classroom devices: A projector, a calculator, speakers, a printer, a headphone.

Time: o'clock, time, a.m., p.m., in the morning, in the afternoon, in the evening, on Monday.

School subjects: a lesson (class-AmE.) Turkish, Maths, Social Sciences, Visual Arts, Music, Physical Education and Games, English

Verbs: To study, to write, to read, to listen, to talk, to speak.

Seasons: Summer, Autumn, Winter, Spring

Cardinal Numbers: 50-100

Ordinal numbers: 1-30

The alphabet song

Time expressions: Today, now, at present.

Verbs for preferences: To like, to love, to want, to dislike, to hate.

Possessive adjectives: My, her, his, its, our, your, their.

Object pronouns: Me, her, him, it, you, us, them.

Demonstrative pronouns: These, those.

Classroom instructions and classroom language (Not to teach as target language chunks with structural rules but to be used constantly by the teacher as meta-language):

Work quietly, please!

Look at the screen, please!

Listen carefully, please!

Turn to your peer, please!

Talk with your peers, please!

Pair up with your peer /friend, please!

Let's return to our seats, please.

Write this down, please!

Read this, please!

Check your answers, please!

Choose the correct answer, please!

Spell the words, please!

Finish the exercise, please!

Pack your things, please!

Classroom language:

Let me start the lesson!

It's time to finish the lesson!

I'm sorry for the mistake!

Time to line up!

What page are we on?

Time's ticking!

Do you get it?

I get/got it!

You're punctual/late!

Excellent!

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

***Local Cultural, Social and Moral Considerations of the Theme**

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Language Chunks in Use:

Language Chunks: "To be" in the past (was, were): (What was your favourite lesson last year? My favourite lesson was Maths last year. What was there at school yesterday? There was a talent show at school yesterday. What was there on the desk yesterday? There was a map on the desk yesterday).

Functions of the Target Language Chunks:

was/were: Describing past states or conditions of things or people.

There was/ There were: Expressing the existence or presence of things or people in the past.

Asking and answering about past states, events, and existence of things or people.

Like + gerunds:

Language chunks: (What do you like doing in English lessons? I like learning new words.

Do you like doing sports in PE lessons? Yes, I do. No, I don't).

Functions: Expressing preference or enjoyment.

Background Language Chunks with the target topics:

"To be" (present) with time: (+), (-), (?):

Language Chunks:

(What's/is the time now? What time is it now? It's/is ten past five.

(What time/when is the science lesson? The science lesson is at half past nine. It's on Tuesday. It's at half past nine on Tuesday).

"To be" (present) with seasons:

What's/is the season now? It's Winter. What's/is your favourite? Which season is your favourite? My favourite season is Winter.

"To be" (present) with school subjects:

What lesson is it now? It's/is Maths. What is your favourite school subject? My favourite school subject is Maths.

Functions: Telling what things are, telling if there are or there are not any (existence of) lessons, telling number of things and people, telling how the weather is, telling the time, telling the preferences about favourite school subjects/lessons.

The Present Progressive Tense: (+), (-), (?):

Language Chunks:

(What are you doing in the classroom now? I'm studying English now).

Functions: Describing actions happening in the classroom now.

The Simple Present Tense: (+), (-), (?):

Language Chunks:

(What do you do in PE lesson? We do sports in PE lesson.

What lesson/school subject is your favourite? What's/is your favourite school subject? English is my favourite school subject/lesson).

(What season do you like? I like winter).

Function: Describing general preferences about lessons and school subjects.

Countable/ Uncountable nouns:

Language Chunks:

(There are five folders on the desk. There's some glue on the paper).

Functions: Differentiating between nouns that can be counted (countable) and those that cannot (uncountable), often in reference to quantity.

There are/there is: (+)(-)(?):

Language Chunks:

(Is there a Science lesson on Monday? Yes, there's/is a Science lesson on Monday. Yes, there is. How many lessons are there today? There are five lessons today).

Functions: Expressing the existence of things and people.

Whose and Possessive adjectives:

Language Chunks: (Whose pens are they? They are my pens).

Functions: Describing ownership by modifying a noun to show ownership.

Time expressions: yesterday, ago, last.

Function: Indicating when an action took place, specifically in the past.

Time: half past, quarter to, quarter past, (ten) past (five), (three) to (nine).

Function: Telling time in various forms.

Target Social Language in Use:

Good to see you!

Take care!

It's raining cats and dogs!

Let's break the ice!

That's one in a million!

I'm sorry to hear that!

What does that mean?

Make sure.

Target Phonological Sounds in Use:

Vowel: e

Consonants: c, d,

Vowel: e: (/e/, /i:/, /ə/)

Consonants: c: (/s/, /k/, /tʃ/, /z/); d: (/d/)

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

The concept of "classroom life" is present in almost all languages because it is one of the most basic parts of almost all human beings' and all children's lives in different parts of the world. People who start to learn a new language bring with them their previous/pre-existing knowledge and transfer it to their new language learning. So, a primary school pupil in year 4 will know what "classroom life" mean as a concept but will not know its equivalents in another language if it has not been covered in their existing foreign language curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn it more easily in a foreign language, English in this case.

Key Concepts:

Activities, subjects, classroom, school, school subjects, classroom activities, favourite school subjects, favourite classroom activities, now, past, time, classroom activities now, classroom activities in the past, seasons, favourite seasons, weather, weather conditions, favourite weather, weather conditions now, weather conditions in the past.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Pupils will create a Classroom Life News Report. In this activity, they will act as reporters and present a simple live report about their school day, classroom activities, and favourite subjects. First, they will introduce the school subjects they attend, saying what activities they do in each class, using sentences like “In Science, we study plants” or “In PE, we do sports”. Next, pupils will simply report the weather and mention how the weather affects their school day, like “Today, it’s sunny, so we had a break outside”. They will also discuss their favourite school subject and explain why they enjoy it, such as “I love Social Studies because I like learning about history”. Each pupil will present their report to the class, and the class will discuss the different activities and preferences shared. The class will rate the presentations through the rating scales or checklists given by the teacher.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the pupils’ knowledge of the “school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” in their own language. As the pupils are 9-year-old primary school children, they can know what “school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” mean in their own language and to be able to express them in their own language. However, they would not know them in a foreign language, in this case English, if they were not covered in their existing school curriculum. This knowledge in their own language would prepare them to identify the same concepts in their foreign language, English, without speaking any Turkish. It is assumed that they have learnt how to ask what things are and how to introduce them using language chunks such as “What is your favourite lesson? My favourite lesson is Maths. What is there at school today? There is a talent show at school today. What is the weather like today? It is windy. What is there on the desk? There is a map on the desk” in English from the previous years. These chunks can be used as a basis for learning the new language chunks in the current theme making the new chunks easier to learn. This can be an activity such as a short game, a physical activity, listening to a song/chant/rhyme and so on which will not require a lot of English knowledge and also there will not be a need to speak Turkish.

Pre-Evaluation Process

It is expected that pupils’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about “classroom life” as a concept in English. Some previous themes from previous years would be helpful as a basis for moving on and learning the current content on the concept of “school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons”. Therefore, a dialogue game can be played to revise “classroom life” they learnt before. Some language chunks are also revised by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use previously learnt vocabulary and language chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics and/or checklists.)

Establishing Links

Pupils are asked to recall the current (theme) concept of “classroom life” and its components such as “school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons”, by remembering their previous/pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without translating anything until they start learning the target words in the current concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept various visual materials such as a short digital cartoon, a picture, a poster can be prepared and shown (it can be a paper picture format if there are technological problems) before the main teaching/learning flow of the lesson begins. The pupils are facilitated through the materials they have learnt the concept of it in the previous years with various activities. Then they are asked in simple English what was it about. They get help from the teacher to be able remember and say. For example the teacher could show the pictures with the words next to them so that pupils can remember some vocabulary and language chunks from the previous years. The teacher asks them to wait until they see the next visual, which is the main entry material of the theme, the introductory digital story, without asking any further questions.

One of the example practices could be to point correctly to a picture of the current concept in it when they are given instructions by the teacher in simple English. Pupils give responses by pointing out relevant so-called pictures without speaking any Turkish but only in very simple English or with mimics and gestures.

In this way, connections are made between pre-existing knowledge about the current theme (in their minds) in their own language and the present information about the concept through meaningful contextualised activities with visuals within the theme.

Learning-Teaching Practices

WARM UP TO THE WHOLE THEME FOR WELL-BEING

Before starting to work on the theme, to prepare the pupils emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the pupils feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as playing a short game, doing a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, saying a tongue twister, etc. that has no relation or connection to the current theme and does not require any knowledge of English. This is done only for fun and relaxation. **(D2.5, SELS2.1, V12.1, LS2, LS4).**

INTEGRATION OF LANGUAGE SKILLS IN THE THEME:

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around a central topic and sub-themes, allowing pupils to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where pupils engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.4.2.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: After having an activity about the current theme during the background recall session, pupils can have a vision of “classroom life” in their minds, so a further concept check would help them prepare for the current theme **(D3.2, SELS1.1, V3.2, LS1, CS2.11, CS2.16.2)**. For instance, the teacher could bring into the classroom and show a card model of a school and sets of pictures about the components of it. The teacher then asks the pupils to point to the pictures in or on the model. She/He asks what they think the topic of the main context of the theme, the introductory digital story, that they are going to watch is about **(V3.3, LS2, LS4, CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic

meaning of the whole theme. It is both an entry material and the main context to the whole theme at the same time. (A 3-D model of classroom life can also be created using Web 2.0 programmes.) They can guess the sub-concepts of classroom life, so they can easily understand that the current theme will be “classroom life” (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.4, LS1, LS2, LS4, CS2.10, CS2.17**).

ENG.4.2.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: To have access to the current theme, the teacher asks the pupils to watch the introductory digital story carefully recalling the pictures shown earlier (**CS2.11**). The introductory digital story is watched to identify the target theme “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” as a whole, without stopping the video at any point, so that the pupils can understand the theme/topic holistically (**D3.2, SELS1.1, V3.2, V3.3, V3.4, V5.2, V16.1, V16.2, LS1, LS2, LS4, CS2.14, CS2.16.2**).

ENG.4.2.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw the pupils’ attention to the content about classroom life and its relevant components, some pictures are brought into the classroom by the teacher. The teacher brings a necessary number of large boxes for the pictures (some symbols are stuck on the boxes for classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons) and puts the boxes on the table. She/He puts the corresponding picture into the related box when the corresponding vocabulary is mentioned in the introductory digital story without stopping the video while the pupils watch the story (**V3.2, V3.3, V3.4, V5.2, V16.1, V16.2, LS1**). When they have watched the whole story, the teacher shows the items in the boxes on the table and asks some simple display questions about it. In this way, the teacher could carry out a monologue and also engage in a dialogue with the whole class to check that they have recognised the theme as a whole through its components, which can be used to check their learning as described in item (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, SELS2.1, V4.2, V6.1, LS2, LS4, CS2.8**). After watching the introductory digital story, the teacher takes all the pictures out of the boxes and puts them back on the table again and says the word “classroom life” several times aloud, and the pupils repeat after her/him. In this way, the main vocabulary of the theme “classroom life” is introduced to the pupils in English. To remember the sequence of the scenes with the parts, places, and people in the “classroom life” in the introductory digital story, the teacher shows the mixed images/pictures of the scenes on the Smart Board and asks the pupils to look at the images/ pictures of these scenes for a while (**CS2.3**). She/He then asks them to order the scenes in pairs with the mixed paper pictures she has already given to the pupils (**SELS2.2, V3.4, V4.2, LS1, LS2**). When the pairs have finished sorting the pictures for scenes of the story, the teacher asks the pupils to take turns or volunteer to order the scenes on the screen of the Smart Board (or the pictures on the blackboard (**SELS1.2, V4.1, V14.1, V20.4, LS4, CS2.6, CS2.10**). This will help the teacher organise the story as a whole so that the pupils can identify the main theme and the components of the theme through their memories (**D1.2, D1.6, D2.3, CS2.12**).

ENG.4.2.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V7.2**). Some volunteer pupils express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, V20.4, LS5, LS6**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V10.3**).

ENG.4.2.P1.

RECOGNITION OF TARGET PRONUNCIATION: To recognise the pronunciation of the new target words, language chunks, and social language expressions about the theme “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons”, the teacher puts on the table the pictures and boxes that she/he has previously used. She/He holds up each picture and asks the pupils to repeat each word aloud a few times as a whole class after listening to the recordings she/he has prepared beforehand using some Web 2.0 programmes. She/He puts the picture in the correct box about the group corresponding to the word while repeating the words with the whole class (**V3.2, V3.3, V3.4, V5.2, V16.1, V16.2, LS1, LS4, CS2.16.3**). The teacher could offer variations with some techniques, such as showing the picture of the target words about classroom to the pupils to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both. To help the pupils pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers, using the shadow technique, in which pupils immediately repeat whatever the teacher is saying or the story, without pausing (**D1.3, SELS1.2, SELS2.1, V3.4, V7.1, LS2, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be extended with different forms of TPR activities, e.g. first the teacher says the target words for the classroom life and its components, the pupils listen; then the teacher says the target words and acts them out, the pupils repeat after her/him (**SELS2.1, CS2.6**). Then the teacher and the pupils say the target words and act them out together at the same time. Then the pupils say the words, and the teacher acts them out (**V3.4, V4.2, V15.1, LS4**). These “classroom life”-related actions can be done through the actions which can be done in the school, but they are only used for acting without teaching them as verbs in English. For instance, they can pretend to do things according to the topic. As a variation, they can also repeat the words after the teacher happily, sadly, angrily etc. using different tones of voice through TPR techniques (**SELS2.3, V11.1, V12.2, LS5, CS2.9**). Then some groups of pupils say the words, some groups of pupils act them out. While doing the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom. Some action sequences are also created through which the pupils can practise the social language expressions of the theme in a fun way by repeating, pointing, and miming in several games. Several fun pronunciation games could be played where pupils whisper a target word into the ears of their peers forming a chain and the last person says it aloud and the class checks if the word is pronounced correctly or not (**D2.5, SELS2.1, SELS2.2, V4.3, V4.4, V6.2, LS6, CS2.12**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.2.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading activities throughout the theme when and where necessary with precise techniques and the necessary amount. Reading is quite limited for this age group and it is done in two ways in the theme, by using a short extract from the written version of the introductory digital story and/or additional short reading texts in reading sections of the teaching materials to be used. The texts are very short, precise, and simple, as they are limited reading texts. Various reading styles including reading aloud, chorus reading, silent reading, and speed reading are used as main styles. Basic reading techniques such as skimming, scanning, and reading for detail are used in very simplified ways. Pre-reading, while-reading and post-reading phases are used in a simplified and age-appropriate way in the theme. The ultimate aim of reading practice is to increase comprehension, improve fluency, develop pre-critical thinking skills, support the ability to comprehend and help talk/write about the content in a meaningful and communicative way. In this way pupils’ language and communicative competence improve gradually (**V3.2, LS1, LS4, CS2.3, CS2.6, CS3.3**). For the initial stage of reading, the teacher asks the pupils to look at quickly the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory

story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme on “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” (**V3.2, V3.3, V3.4, V5.2, V16.1, V16.2, LS2, LS4, CS2.8**). At this stage, the teacher could ask the pupils to read the title/heading of the content and ask the pupils which words they already know, and which come to mind in connection with the title by showing them a list of words and corresponding pictures to choose the ones they know (**SELS1.1, V3.4, LS1, CS2.16.2**). She/He reminds them not to ask for the meanings of new words or the words they do not know. She/He reminds them that this is only a recalling activity to check the words they know and that there will be time to work on the new words of the new theme later (**D3.2, D3.6, V12.1, CS2.10, CS2.12**).

ENG.4.2.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: To see the written forms of the target words and to do some simple reading, the teacher asks the pupils to look at the Smart Board where she/he shows a 3-D house model of “classroom life” (that she/he has used earlier). Next to each item, the written form of the word is provided on the model. The teacher asks the pupils to read the words first silently. The teacher then points to a word at random and asks the pupils to read it out loud as a whole class. Then she/he invites volunteers to come to the board and they point to different words and the rest of the class read them aloud as a chorus (**D2.3, SELS1, V3.4, V4.2, V20.4, LS1, LS2, LS4, CS2.12**).

ENG.4.2.R3.

MAKING MEANING THROUGH READING: The teacher then shows (a short extract from) the written version of the introductory digital story (or another text about the theme) on the blackboard/Smart Board. She/ He asks the pupils to read after her/him using the shadow reading technique as a whole class. She/He could also try different versions such as pyramid reading or radio reading techniques (reading silently for a while and then aloud, then silently, and so on) which are the combinations of silent and aloud reading using rhythms as prompts (**V3.4, V7.2**). After reading the words/word groups/clauses in the content, pupils proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1, V3.3, LS1, LS4, CS2.14**). From display to communicative open-ended, various types of questions are used to understand the meaning of the short and simple texts about “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” (**V3.2, V3.3, V3.4, V5.2, V16.1, V16.2, SELS3.1, SELS3.2**). During this process pupils work collaboratively to exchange information, thoughts, and feelings (**SELS2.2, V4.2, CS2.6**). This is evaluated as described in items (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.2.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer pupils express what they think and feel about them (**V20.4, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V12.2, LS1**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.4, V10.3**).

ENG.4.2.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, pupils remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions (**SELS1.1, V3.2, LS1, LS2, LS4**). As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme.

ENG.4.2.V2.

RECOGNITION OF THE TARGET VOCABULARY: To introduce the meaning of the vocabulary related to the theme “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons”, the teacher asks the pupils to watch the introductory digital story again. A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help pupils to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some pictures for the vocabulary about the main components of the theme that take place in the story/text (**V3.2, V3.3, V3.4, V5.2, V16.1, V16.2**). Pupils circle or tick the ones that they have heard, seen and scanned (quickly read) in the story/text. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, CS2.4, CS2.6, CS2.7**). Then, from the beginning, whenever an item related to “classroom life” is mentioned, the teacher stops the video and asks a question in the form of two options by showing their pictures (**CS2.16.1, CS2.6**). By guessing what they are based on the pictures, the scene, and the sound, pupils hear the English equivalents of the words for the classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons, and they answer as a whole class. In this way, they are introduced to the meaning of the target words (**D1.1, V3.2, V3.3, V3.4, V5.2, V16.1, V16.2, CS2.10**). This is done in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (3) and (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.2, V14.1, LS1, LS2, LS4**).

ENG.4.2.V3.

SELECTION AND USE OF TARGET VOCABULARY: To check whether the pupils are aware of the components of the main theme “classroom life”, the teacher prepares an activity using the Web 2.0 program with images/pictures of components of “classroom life”. She/He prepares three boxes on one side of the screen and mixed images/pictures for target vocabulary related to the “classroom life” on the other side. She/He asks the pupils to look at the mixed pile of images/pictures on the Smart Board screen and scan them for a while to remember them (**CS2.4**). She/He asks the pupils to drag the objects about the components of the theme into the correct box on the screen. The boxes have the words for each component represented on them with symbolic pictures. The pupils are given the cut-out pictures and a large sheet of paper with the pictures of empty boxes. The teacher asks them to work in pairs and put the cut-out pictures in the right box and ask each other several display questions (**CS2.5**). When the pupils have finished working with the cut-outs and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures as the components of the theme “classroom life” to the correct empty boxes on the screen (**SELS1.2, CS2.5**). In this way, images/pictures that are relevant to the concept of the theme “classroom life” are consolidated through categorisation. The same activity can be done with real pictures on the white/blackboard if there is a problem with technology. To practise the meanings of the target words about the school, the teacher places several pictures for them in the different parts of the classroom. She/He then puts some flashcards with the target vocabulary for “classroom life” on the blackboard/whiteboard. She/He takes a flashcard at random and shows it to the pupils. Pupils, working in pairs, look at the flashcard, decide which picture on the classroom walls is relevant, they go to the picture together, pin the flashcard to the noticeboard and say the word together first in pairs, and then as a whole class (**SELS2.1, SELS2.2, V3.4, V7.1, LS1, LS2, LS4, CS2.5**). To consolidate the meanings of the new

vocabulary items for the concept of “classroom life”, the teacher could organise several activities in pairs and groups with pictures and flashcards such as Bingo, Pelmanism, King’s game, Odd One out, etc. **(SELS2.2)**. These activities are closed and controlled so that pupils can practise the current (new) vocabulary about the current context in the beginning but later they work with simple and easy open-ended and communicative activities **(D2.5, SELS3.1, V4.2, V7.2, LS5)**. This is evaluated as described in items (1), (2), (3), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the pupils to copy the words in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling using the words written on the model school on the blackboard/ Smart Board **(SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS1, LS4)**. This is evaluated as described in items (3) and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.2.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the pupils’ attention to the target language chunks of the theme, the introductory digital story is played so that the pupils can notice the target language chunks about the theme “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” **(D3.2, CS2.2)**. While the pupils watch the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the pupils to do the same **(CS2.14)**. She/He could hold up large pictures and ask the pupils questions about the pictures with the target chunks expecting the pupils to ask and answer by using the target chunks. To check the pupils’ identification of the target language chunks, the teacher shows some picture strips that she/he has prepared for this activity, using some Web 2.0 programmes, after the pupils have watched the introductory digital story and imitated the actions and said the target language chunks. She/He asks the pupils to listen to her/him saying a target language chunk and then to look at the screen and say “Stop!” when they see a scene in the picture strips with the target chunk that the teacher has just said **(SELS3.1, CS2.7)**. The teacher stops if the pupils are correct, but not if they are not **(V3.3, V4.1, V7.1, LS1, LS2, LS4)**.

ENG.4.2.G2.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate pupils’ practice with the target language chunks, the teacher prepares necessary number of headings on the screen with symbols for the components of the theme “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons”, and writes the appropriate language chunks to be used with each of the groups. She/He also provides the vocabulary items on the Smart Board screen. The teacher wants the pupils to think for a while and talk with their peers about which target words can be used in which language chunk group **(SELS2.2, V3.1, V3.2, V3.3, V3.4, V5.2, V10.3, V16.1, V16.2, LS1, LS4, CS2.4)**. Then the pupils go to the board and move the words under the correct heading and say the complete sentence with the target words and the chunks. They are then asked to say a sentence with the target chunk aloud as a class. Each sentence is repeated after each pair. Their learning can be checked as described in items (5), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. The same game can be played with pictures on the blackboard if there are technological/technical problems **(D2.5)**. To organise the pupils’ further practice to consolidate the target language chunks, the teacher could create some action sequences in context by repeating, saying, and acting out with different activity bundles where their learning can be checked as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(CS2.13)**. There is no analysis or teaching of grammatical structures at this stage. Pupils can automatically, spontaneously, and naturally select and use the target language chunks in the current context **(SELS3.1, V3.4, V4.2, V7.1, LS5, CS2.3, CS2.4, CS2.16.2)**. For consolidation of the target language chunks, the teacher can facilitate more fun activities and games so that the pupils can practise and consolidate them **(V4.4, V7.2)**.

ENG.4.2.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Writing activities help pupils produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” as in other themes. Writing activities are arranged according to age and level so they are quite limited and are gradually expanded (**V3.2, V3.3, V3.4, V5.2, V16.1, V16.2, LS1, LS4**).

ENG.4.2.W2.

COPYING FROM THE MODEL: Initially, pupils produce very limited and short pieces of writing, such as words and word groups to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening/watching and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat, answering simple questions with a limited number of words, or simply explaining in context what they hear and see and what they are asked to do. They are provided a written model/example to copy. By copying a simple written model, they get used to seeing and using the target words, language chunks, punctuation, spelling and so on in written language (**D3.1, SELS3.1, V3.4, LS1, CS2.4, CS2.16.3**). To further practise guided and copied writing, the teacher gives all the pupils some paper/cardboard to make a model in groups (**SELS2.1, SELS2.2**) (of two, three, four etc.) and to write the names of the vocabulary items “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” next to their drawings on the model related to classroom life. The teacher asks them to look at the Smart Board screen with the model related to classroom life that she/he has made earlier so that the pupils can easily copy the target words for the items as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.4, V7.3, LS4**).

ENG.4.2.W3.

CREATING CONTENT BASED ON THE MODEL: For practising more with the written forms of the target words, language chunks, and the social language for the theme, new contexts are created in the form of a new animated short story or a dialogue for the pupils to practise further by seeing/hearing/reading/writing (copying) the target words and language chunks about the concept of “classroom life” in fun, enjoyable, varied, and versatile activities. This new content is contextual, simple, practical, and appropriate to the pupils’ age and language level (**D1.2, D1.6, SELS3.2, V3.4, V4.2, V4.4, LS1, LS4, CS2.20**).

ENG.4.2.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Pupils are encouraged to produce a variety of written products such as clauses, sentences, acronyms, messages, posters, e-mails, poems, songs and so on to express their ideas, thoughts, and feelings (**D2.5, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the pupils’ age, interests, and language level (**V3.4, V7.2, LS1, LS4**).

ENG.4.2.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Pupils interact and communicate with peers and/or other people inside or outside school by using the written language including the target words, language chunks, and the social language for the theme “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year,

favourite seasons” from simple to more expanded versions in their writing (**SELS2.2, SELS2.3, V3.2, V3.3, V3.4, V4.2, V5.2, V15.1, V16.1, V16.2, LS1, LS4, LS5, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce simple digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3, V3.4, V7.2, V11.1, LS2, CS2.20**). These activities can be evaluated as described in items (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.2.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing expression process and asks them to express their thoughts, ideas, and feelings about the process in simple ways, for instance by using emoticons, symbols, drawings, charts etc. (**D1.5, SELS1.3, V4.2, LS1, CS2.15**). Pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs (**D2.4, D3.5, V12.1, V15.1, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V10.3, LS4**).

ENG.4.2.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance pupils’ learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures, and the social language expressions of the theme about “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” (**V3.2, V3.3, V3.4, V4.2, V5.2, V16.1, V16.2, LS1, LS4, LS5**).

ENG.4.2.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, pupils recognise the language with the target language items through the models (**CS2.6**). They practise the language in a controlled way, by telling, repeating, and imitating what they hear and see in the context (**D1.3, D3.2, SELS3, V3.4, LS1, LS4, CS2.4**). The spoken content of the model becomes a path for them to follow.

ENG.4.2.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new and simple photo/picture strip/pantomime/video stories, dialogues, etc. as new opportunities for the pupils to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V7.1, LS1, LS4, CS2.13**).

ENG.4.2.S4.

CONSTRUCTING SPOKEN MATERIALS: Pupils are encouraged to produce several spoken products related to the extended contexts such as simple dialogues, short texts etc. To interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons” (**SELS2.2, SELS3.2, V3.2, V3.3, V3.4, V4.2, V5.2, V11.1, V16.1, V16.2, LS1, LS4, LS5, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings for developing their oral skills (**D1.2, D1.6, D3.3, SELS3.2, SELS3.3, V3.4, V7.2, LS2, CS2.20**).

ENG.4.2.S5.**RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING:**

Pupils communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20)**. Picture strip stories can be used at the end of each theme to provide a consolidation and revision. These new contents created are contextual, practical, authentic, real, and appropriate to the pupils' age, interests, and language level. Storification, drama, and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme **(V3.4, V15.1, LS1)**. Pupils are encouraged to produce several spoken products related to the extended contexts such as dialogues, show and tell activities, acting out activities to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "classroom life" and its components such as "school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons" **(SELS2.2, SELS3.2, V3.2, V3.3, V3.4, V4.2, V5.2, V7.2, V16.1, V16.2, LS4, CS3.1, CS2.20)**. AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.2, SELS3.3, V11.1, LS2, CS2.20)**. These are evaluated as described in items (7), (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG.4.2.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V4.2)**. Some volunteer pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(SELS1.2, SELS2.2, V12.1, V20.4, LS1, LS4, CS2.15)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V4.3, V10.3)**.

TEACHER REFLECTION: She/He can keep a class journal in which she/he makes notes about what worked or didn't work in teaching the theme and pupils' learning and the potential reasons for this to find solutions. She/He can ask a colleague to observe her/his lessons and give feedback on the lessons (peer observation). She/He can also discuss the whole teaching process with her colleagues to specify the challenges faced throughout the whole current theme.

DIFFERENTIATION**Expansion**

Objective: To describe seasons and weather conditions in English by using the target vocabulary and target chunks.

Activity 1: Hat Guessing Game

Pupils work in pairs. One pupil closes their eyes and randomly picks a hat with a picture of a weather condition or season on it (e.g., a sunny day, winter snow). The pupil puts the hat on without looking at the picture. Their peer looks at the hat and gives clues by saying sentences such as, "It's cold", or "It's cloudy". The pupil wearing the hat guesses by asking questions such as, "Is it snowy?" or "Is it summer?". Each correct guess earns the pair a point. The game continues with pairs taking turns, and the pair with the most points wins. This activity practices vocabulary in a fun and interactive way while encouraging speaking and listening skills. The teacher provides positive feedback to motivate them. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Supporting

Objective: To describe seasons and weather conditions in English by using the target vocabulary.

Activity 1: Hat Guessing Game with Mimics

Pupils work in pairs. One pupil closes their eyes and picks a hat with a picture of a weather condition or a season on it (e.g., a sun for sunny, snowflakes for winter). They put the hat on without seeing the picture. Their peer looks at the hat and uses only facial expressions, gestures, or mimics to help the other pupil guess the correct word from the list written on the board. To make it easier, the teacher writes all possible words (e.g., sunny, rainy, winter, spring) on the board beforehand. For example, if the hat shows “windy”, the peer might puff their cheeks and pretend to blow air. The pupil wearing the hat guesses by selecting the word from the board. If they guess correctly, the pair earns a point. The game continues with pairs taking turns. The teacher provides positive feedback to encourage them. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 3: PERSONAL LIFE

Sub-themes: Physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons

This theme is centred on the concept of “personal life” and covers the sub-themes of “physical appearances and personality, clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 10

FIELD SKILLS AND SUPPORTIVE SKILLS FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammar: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness

INTERCURRICULAR COMPONENTS

Social-Emotional

Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values

V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V8. Privacy, V10. Modesty, V11. Independence, V12. Patience, V14. Respect, V15. Love and Affection, V18. Cleanliness, V20. Benevolence

Literacy Skills

LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy

INTERDISCIPLINARY

RELATIONS

Turkish, Maths, Social Sciences, Visual Arts, Music, Physical Education and Games

INTERSKILLS CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 4 is structured based on holistic approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.4.3.L1. Pupils can get ready for the listening/watching-comprehension process for the current content on “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons”.

- a) *Pupils activate their pre-existing knowledge and experiences related to the current theme and content, by recalling it in her/his own language in their minds.*
- b) *Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content, by responding to simple questions with physical actions without speaking Turkish or without having a translation.*
- c) *Pupils make simple predictions about the current content, by using pre-existing knowledge and experience based on the realia, pictures and context.*

ENG.4.3.L2. Pupils can bring information about the current content on “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons” together with key details and main components while listening/watching it.

- a) *Pupils make simple predictions about the current content based on the surrounding audio/visual elements scattered around the classroom in relation to the current theme.*
- b) *Pupils comprehend the topic of the current content by listening (to)/watching it as a whole without having intervals.*
- c) *Pupils recognise concrete/simple/basic details and components within the whole introductory content by watching and listening to it by noticing the basic components.*

ENG.4.3.L3. Pupils can make meaning of/derive meaning from the current content on “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons” through details by listening/watching it carefully.

- a) *Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept.*
- b) *Pupils locate the components of the current content within the whole by listening and watching it.*
- c) *Pupils make simple and basic classifications of the current content when necessary by grouping components, words, and other aspects with the help of visuals.*
- d) *Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components, words, and other aspects with the help of visuals.*
- e) *Pupils recognise very concrete/simple/basic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components.*
- f) *Pupils internalise the current content personally in an age- and level-appropriate manner, recognising that it is about her/his present life at school.*

ENG.4.3.L4. Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons” in a very simple way.

- a) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content in a very simple way.*
- b) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content by sharing them with others in a very simple way.*

ENG.4.3.P1. Pupils can select and use the target phonological elements of the current content about “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others.

- a) *Pupils listen to/watch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Pupils recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Pupils use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG.4.3.R1. Pupils can get ready for the reading-comprehension process about the current content on “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons”.

- a) *Pupils activate their pre-existing knowledge and past experiences related to the current theme and content.*
- b) *Pupils recognise simple and basic relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Pupils make simple preliminary predictions about the current content based on recognised relationships.*

ENG.4.3.R2. Pupils can bring information about the current content on “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it.*
- b) *Pupils grasp the topic of the current content generally by looking at the surrounding audio/visual materials quickly through skimming.*
- c) *Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning.*

ENG.4.3.R3. Pupils can make meaning of/derive meaning from the current content about “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons” by reading it carefully.

- a) *Pupils check the current content in detail for the accuracy of initial predictions that are made earlier.*
- b) *Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- c) *Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- d) *Pupils recognise basic horizontal/vertical relationships within the current content that contribute to the perception of it in a simple and meaningful way.*
- e) *Pupils make simple, basic, and meaningful inferences from the information in the current content by examining it.*

- f) *Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level.*

ENG.4.3.R4. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons” for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply.*

ENG.4.3.V1. Pupils can select and use the target vocabulary of the current content about “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils hear/view target vocabulary in the current content as a whole in context.*
- b) *Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearing/watching the target material and source, together with pointing to the pictures displayed in class.*
- c) *Pupils recognise the use of the target words in the target material and source, by listening/watching it several times and seeing how and where the target words are used to describe the current concept.*
- d) *Pupils associate the contextual meanings of target words reinforced and recognised through whole class, group and individual repetition, with pre-existing conceptual meanings in mind.*
- e) *Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class, group and individual repetition.*
- f) *Pupils make use of the semantically related target vocabulary in a spontaneous, authentic and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge (in Turkish in his/her mind).*
- g) *Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends, family and other people outside the school by being aware of their differences.*

ENG.4.3.G1. Pupils can select and use the language including target grammatical elements of the current content about “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils become familiar with the current content by listening, viewing, and reading it several times.*
- b) *Pupils reinforce familiarity with the target content by listening to/watching it several more times if necessary, through the recognition of actions involved in it.*
- c) *Pupils listen to/watch an audio/visual/written presentation of current content with target language chunks representing target language use, narrated through body language and verbal repetition.*
- d) *Pupils gain auditory/visual awareness by listening/watching/reading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition.*

- e) *Pupils repeat target language chunks many times in the current auditory/visual/written context many times, without knowing, analysing, or thinking about their rules, verbally, automatically and by pointing.*
- f) *Pupils repeat the auditory/visual/written content containing target language chunks many times automatically, naturally, and verbally within short, simple, and meaningful sentences without knowing, analysing, or thinking about their rules.*
- g) *Pupils act out physically the language chunks in the heard/viewed/seen content without knowing, analysing, or thinking about their rules.*
- h) *Pupils repeat the language chunks in the auditory/visual/written content automatically and act them out simultaneously and physically without knowing, analysing, or thinking about their rules.*
- i) *Pupils automatically select and use similar target language chunks related to the current content heard/seen/read in oral communication without knowing, analysing, or thinking about their rules.*

ENG.4.3.W1. Pupils can get ready for the writing-expression process about the current content on “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons” in an age and level-appropriate way.

- a) *Pupils activate their pre-existing knowledge and experiences used in the initial processes of listening/viewing (and/or reading) and associate it with the current content in a simple way.*
- b) *Pupils understand correctly what the current writing task is as guided and assigned.*

ENG.4.3.W2. Pupils can copy the model/example on the writing task about the current content on “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons” based on the model/example provided to practise for further writing activities.

- a) *Pupils rewrite model/example content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills.*

ENG.4.3.W3. Pupils can organise and form a content for the assigned writing task on the current content “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons” based on the model/example provided.

- a) *Pupils organise a very simple, short, and meaningful content for a prepared and/or unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type, age, and language level.*

ENG.4.3.W4. Pupils can practise writing by constructing content for the assigned writing task on the current content “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons”.

- a) *Pupils use materials, structural features, discourse forms, and punctuation appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task.*
- b) *Pupils select and use target words, language chunks, and social language expressions appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task related to the theme.*
- c) *Pupils express simple messages clearly for a prepared and/or unprepared writing task related to the current theme.*

ENG.4.3.W5. Pupils can reorganise and use information by reconstructing it in the new written tasks about the “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons” to communicate with other people.

- a) *Pupils use similar information from the current content in different contexts by simply, meaningfully and individually reorganising it.*
- b) *Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others.*

ENG.4.3.W.6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons" very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply.*

ENG.4.3.S1. Pupils can get ready for the speaking-expression process about the current content on "personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons" with the help of supplementary audio-visual materials.

- a) *Pupils become familiar with model/example content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listening/watching/reading and associating it with the current content.*

ENG.4.3.S2. Pupils can imitate the model/example for producing verbal content about the current theme on "personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons".

- a) *Pupils become familiar with the model/sample content through repetition and imitation in context while and after listening (to)/watching it with the help of audio-visual aids.*

ENG.4.3.S3. Pupils can organise simple new verbal content on "personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons" by speaking accurately, efficiently, and authentically.

- a) *Pupils design simple new verbal content by imitating model/sample content for prepared and/or unprepared speaking situations based on the model/sample that was listened (to)/watched earlier.*
- b) *Pupils organise simple new verbal content by imitating model/sample content for prepared/unprepared speaking situations, appropriate to the model/sample, context, age, and language level.*

ENG.4.3.S4. Pupils can form a simple new verbal content on "personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons" through reconstruction by speaking accurately, efficiently, and authentically.

- a) *Pupils select and use accurate pronunciation, discourse forms, target words and language chunks for prepared and/or unprepared speaking situations, by imitating model/example content, appropriate to age and language level.*
- b) *Pupils select simple and contextually appropriate content/information quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the model/sample, age, language level, and context (question-answer, pointing and saying, selecting and saying, etc.) within the given (thinking) time.*
- c) *Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way (short monologues, dialogues, show and tell, pantomime drama, etc.).*

- d) *Pupils express messages in a concrete, simple and clear way for the listener in prepared and/or unprepared speaking situations together with mimics, gestures, and body language.*

ENG.4.3.S5. Pupils can reorganise and use information about the current theme on “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons” by reconstructing it to communicate with other people.

- a) *Pupils use the presented information in different contexts in a simple, natural, accurate and necessary way by reorganising it individually and verbally.*
- b) *Pupils engage in verbal communication by sharing the reconstructed meaningful information with others.*

ENG.4.3.S6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process in a very simple way.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way.*

CONTENT FRAME

PERSONAL LIFE:

Sub-themes: physical appearances and personality, clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons

Target Vocabulary in Use (with revisional vocabulary):

Parts of the body: A stomach, a moustache, a beard, a tongue, a finger(s), a neck, a shoulder(s), a knee(s), a toe(s).

Adjectives: Thick, thin, huge, fair, wavy, bright, medium, round.

Personal traits for comparing people: Angry, kind, funny, friendly, clever, quiet, brave, careful, naughty, sweet.

Verbs for preferences about body parts, clothes, and dressing: (To like, to dislike) to enjoy, to prefer.

Infinitives after preference verbs: I prefer to wear /wearing cardigans.

Dates with ordinal numbers: 1st, 2nd, 3rd... 20th

Clothes: A wardrobe, Tops: a blouse, a hoodie Bottoms: shorts, leggings; Dresses: a dress, a sundress; Outwear: a raincoat, a cardigan; Footwear: sandals, slippers, flip-flops, trainers (sneakers-AmE.), flats; Sleepwear: pyjamas (pajamas-AmE.) Accessories: a bracelet, a ring, a tie, a belt, gloves, a helmet, a scarf, sunglasses.

Weather: Cloudy, foggy, cool, stormy, clear, misty, freezing, humid.

Quantifiers: All, both, none, no.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Language Chunks in Use:

The Simple Past Tense (+)(-)(?)(with regular verbs):

Language Chunks: (What did you do at school/home yesterday? I played games at school yesterday).

Functions: Describing completed actions or events that happened in the past.

"To be" in the Simple Past Tense (was, were):

Language Chunks:

(What were your hobbies when you were 6? My hobbies were playing basketball and playing the piano. How old were you last year? I was 8 years old last year. When was your birthday? It was on 5th March (fifth of March)).

Functions: Asking and answering about past states, ages, events, and personal experiences.

Could for ability in the past:

Language Chunks: (What could you do when you were 6? I could play the piano when I was 6. What sports could you play when you were 7? I could play basketball when I was 7).

Functions: Describing abilities or skills someone had in the past.

Comparative Adjectives (Regular & Irregular):

(Who was taller than you at six? My sister was taller than me at six. Who was more hardworking? My sister was more hardworking than me).

Function: Comparing people, animals, places, or things using adjectives to show differences in quality, size, or degree.

Background Language Chunks in Use:**"To be"-present (am-is-are):****Language Chunks:**

(How old are you? I'm/am nine years old).

(When is your birthday? It's 5th March (fifth of March)).

(What are your hobbies? My hobbies are basketball, volleyball, and table tennis).

(What's/is your favourite cloth? My favourite (clothing) is my blue dress. My blue dress is my favourite cloth/clothing).

Functions: Asking and answering about ages of people, birthday celebrations, physical clothing, dressing and appearance, preferences for clothing and dressing.

The Present Progressive Tense:

Language Chunks: (What are you wearing today? I'm/am wearing a blue cardigan today).

Functions: Describing what clothing people are wearing.

The Present Simple Tense:

Language Chunks: (What does she look like? She's/is tall and beautiful.

What kind of clothing do you like? I like short cardigans).

(What are your hobbies? My hobbies are playing basketball and volleyball).

Functions: Describing physical appearance, preferences for clothing, hobbies, daily routines at home and at school.

Articles: A, an, the.

Function: Indicating whether a noun is specific or nonspecific, and distinguishing singular countable nouns.

Pronouns: Something, anything.

Function: Referring to unspecified or unknown things in affirmative, negative, or interrogative contexts.

Target Social Language in Use:

It fits like a glove!

That's crazy!

What's new?

Keep in touch, please!

Feel free to use this!

Go ahead!

It's not fair!

Target Phonological Sounds in Use:

Vowel: i

Consonants: f, g, h, j

Vowel: i: (/aɪ/, /ɪ/, /i:/)

Consonants: f: (/f/); g: (/g/, /dʒ/); h: (/h/); j: (/dʒeɪ/, /dʒ/)

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

The concept of "personal life" is present in almost all languages because it is one of the most basic parts of almost all human beings' lives and all children's lives in different parts of the world. People who start to learn a new language bring with them their previous/pre-existing knowledge and transfer it to their new language learning. So, a primary school pupil in year 4 will know what "personal life" means as a concept but will not know its equivalents in another language if it has not been covered in their existing foreign language curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn it more easily in a foreign language, English in this case.

Key Concepts:

Appearance, physical appearance, clothing, preferences, clothing preferences, celebration, personal celebration, hobbies, abilities, now, past, hobbies now, abilities now, hobbies in the past, abilities in the past, hobbies and abilities in the past.

INDICATORS FOR LEARNING (Assessment and Evaluation)**EVALUATION FOR THE SKILLS AND THE CONTENT:**

PERFORMANCE ASSIGNMENT: Pupils will design a brochure titled "All About Me". The brochure will include sections on their physical appearance, favourite clothing, hobbies, and memorable birthday celebrations in a simple way. They should use the target vocabulary and language chunks, such as "I've/have got short hair" "I've/have got glasses" or "My favourite clothing is my red cardigan". Pupils will also include a past event using sentences like, "I was eight years old last year and I enjoyed playing football". The brochure can include drawings, photos, or other visuals. Pupils will briefly share their brochures with the class. The class will rate the presentations through the rating scales or checklists given by the teacher.

LEARNING-TEACHING EXPERIENCES**Basic Acceptations: Preparedness/ Readiness**

This theme is based on the pupils' knowledge of the "physical appearances and personality, clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons" in their own language. As the pupils are 9-year-old primary school children, they can know what "physical appearances and personality, clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons" mean in their own language and to be able to express them in their own language. However, they would not know them in a foreign language, in this case English, if they were not covered in their existing school curriculum. This knowledge in their own language would prepare them to identify the same concepts in their foreign language, English, without speaking any Turkish. It is assumed that they have learnt how to ask what things are and how to introduce them using language chunks such as "What are your hobbies? I like table tennis/ basketball. How old are you? I am 9 years old. When is your birthday? It is on 5th March (fifth of March). What do you do at school/home every day? I play games at school every day. What can you do? I can play the piano" in English from the previous themes or themes from the previous years. These chunks can be used as a basis for learning the new language chunks in the current theme making the new chunks easier to learn. This can be an activity such as a short game, a physical activity, listening to a song/chant/ rhyme and so on which will not require any complex English knowledge and also there will not be a need to speak Turkish.

Pre-Evaluation Process

It is expected that pupils' physical, cognitive, affective, and social factors are appropriate and suitable for learning about "personal life" as a concept in English. Some previous themes from previous years would be helpful as a basis for moving on and learning the current content on the concept of "physical appearances and personality, clothing, birthdays, and hobbies". Therefore, a dialogue game can be played to revise the content about theme they learnt before. Some language chunks are also revised by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use previously learnt vocabulary and language chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics and/or checklists).

Establishing Links

Pupils are asked to recall the current (theme) concept of "personal life" and its components such as "physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons", by remembering their previous/pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme

in English without translating anything until they start learning the target words in the current concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept various visual materials such as a short digital cartoon, a picture, a poster can be prepared and shown (it can be a paper picture format if there are technological problems) before the main teaching/learning flow of the lesson begins. The pupils are facilitated through the materials they have learnt the concept of it in the previous years with various activities. Then they are asked in simple English what was it about. They get help from the teacher to be able remember and say. For example the teacher could show the pictures with the words next to them so that pupils can remember some vocabulary and language chunks from the previous years. The teacher asks them to wait until they see the next visual, which is the main entry material of the theme, the introductory digital story, without asking any further questions.

One of the example practices could be to point correctly to a picture of the current concept in it when they are given instructions by the teacher in simple English. Pupils give responses by pointing out relevant so-called pictures without speaking any Turkish but only in very simple English or with mimics and gestures.

In this way, connections are made between pre-existing knowledge about the current theme (in their minds) in their own language and the present information about the concept through meaningful contextualised activities with visuals within the theme.

Learning-Teaching Practices

WARM UP TO THE WHOLE THEME FOR WELL-BEING

Before starting to work on the theme, to prepare the pupils emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the pupils feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as playing a short game, doing a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, saying a tongue twister, etc. that has no relation or connection to the current theme and does not require any knowledge of English. This is done only for fun and relaxation. **(D2.5, SELS2.1, V12.1, LS2, LS4).**

INTEGRATION OF LANGUAGE SKILLS IN THE THEME:

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around a central topic and sub-themes, allowing pupils to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where pupils engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.4.3.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: After having an activity about the current theme during the background recall session, pupils can have a vision of “personal life” in their minds, so a further concept check would help them prepare for the current theme **(D3.2, SELS1.1, V3.2, LS1, CS2.11, CS2.16.2).** For instance, the teacher could bring into the classroom and show a card model of a school and sets of pictures about the components of it. The teacher then asks the pupils to point to the pictures in or on the model. She/He asks what they think the topic of the main context of the theme, the introductory

digital story, that they are going to watch is about **(V3.3, LS2, LS4, CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme. It is both an entry material and the main context to the whole theme at the same time. (A 3-D model of personal life can also be created using Web 2.0 programmes.) They can guess the sub-concepts of personal life, so they can easily understand that the current theme will be “personal life” **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.4, LS1, LS2, LS4, CS2.10, CS2.17)**.

ENG.4.3.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: To have access to the current theme, the teacher asks the pupils to watch the introductory digital story carefully recalling the pictures shown earlier **(CS2.11)**. The introductory digital story is watched to identify the target theme “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons” as a whole, without stopping the video at any point, so that the pupils can understand the theme/topic holistically **(D3.2, SELS1.1, V3.3, V8.1, V10.1, V10.2, V10.3, V14.1, V14.2, V18.1 LS1, LS2, LS4, CS2.14, CS2.16.2)**.

ENG.4.3.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw the pupils’ attention to the content about personal life and its relevant components, some pictures are brought into the classroom by the teacher. The teacher brings a necessary number of large boxes for the pictures (some symbols are stuck on the boxes for personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons) and puts the boxes on the table. She/He puts the corresponding picture into the related box when the corresponding vocabulary is mentioned in the introductory digital story without stopping the video while the pupils watch the story **(V3.3, LS1)**. When they have watched the whole story, the teacher shows the items in the boxes on the table and asks some simple display questions about it. In this way, the teacher could carry out a monologue and also engage in a dialogue with the whole class to check that they have recognised the theme as a whole through its components, which can be used to check their learning as described in item (8) in the section 1.2. Principles for the Implementation of the English Curriculum **(D1.2, D1.6, SELS2.1, V4.2, V6.1, LS2, LS4, CS2.8)**. After watching the introductory digital story, the teacher takes all the pictures out of the boxes and puts them back on the table again and says the word “personal life” several times aloud, and the pupils repeat after her/him. In this way, the main vocabulary of the theme “personal life” is introduced to the pupils in English. To remember the sequence of the scenes with the parts, places, and people in the “personal life” in the introductory digital story, the teacher shows the mixed images/pictures of the scenes on the Smart Board and asks the pupils to look at the images/ pictures of these scenes for a while **(CS2.3)**. She/ He then asks them to order the scenes in pairs with the mixed paper pictures she has already given to the pupils **(SELS2.2, V3.4, V4.2, LS1, LS2)**. When the pairs have finished sorting the pictures for scenes of the story, the teacher asks the pupils to take turns or volunteer to order the scenes on the screen of the Smart Board (or the pictures on the blackboard **(SELS1.2, V4.1, V14.1, V20.4, LS4, CS2.6, CS2.10)**). This will help the teacher organise the story as a whole so that the pupils can identify the main theme and the components of the theme through their memories **(D1.2, D1.6, D2.3, CS2.12)**.

ENG.4.3.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V7.2)**. Some volunteer pupils express what they

think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, V20.4, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG.4.3.P1.

RECOGNITION OF TARGET PRONUNCIATION: To recognise the pronunciation of the new target words, language chunks, and social language expressions about the theme “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons”, the teacher puts on the table the pictures and boxes that she/he has previously used. She/He holds up each picture and asks the pupils to repeat each word aloud a few times as a whole class after listening to the recordings she/he has prepared beforehand using some Web 2.0 programmes. She/He puts the picture in the correct box about the group corresponding to the word while repeating the words with the whole class **(V3.4, V8.1, V10.1, V10.2, V10.3, V14.1, V14.2, V18.1, LS1, LS4, CS2.16.3)**. The teacher could offer variations with some techniques, such as showing the picture of the target words about personal life to the pupils to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both. To help the pupils pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers, using the shadow technique, in which pupils immediately repeat whatever the teacher is saying or the story, without pausing **(D1.3, SELS1.2, SELS2.1, V3.4, V7.1, LS2 CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be extended with different forms of TPR activities, e.g. first the teacher says the target words for the personal life and its components, the pupils listen; then the teacher says the target words and acts them out, the pupils repeat after her/him **(SELS2.1, CS2.6)**. Then the teacher and the pupils say the target words and act them out together at the same time. Then the pupils say the words, and the teacher acts them out **(V3.4, V4.2, V15.1, LS4)**. These “personal life”-related actions can be done through the actions which can be done in the school, but they are only used for acting without teaching them as verbs in English. For instance, they can pretend to do things according to the topic. As a variation, they can also repeat the words after the teacher happily, sadly, angrily etc. using different tones of voice through TPR techniques **(SELS2.3, V11.1, V12.2, LS5, CS2.9)**. Then some groups of pupils say the words, some groups of pupils act them out. While doing the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom. Some action sequences are also created through which the pupils can practise the social language expressions of the theme in a fun way by repeating, pointing, and miming in several games. Several fun pronunciation games could be played where pupils whisper a target word into the ears of their peers forming a chain and the last person says it aloud and the class checks if the word is pronounced correctly or not **(D2.5, SELS2.1, SELS2.2, V4.3, V4.4, V6.2, LS6, CS2.12)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.3.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading activities throughout the theme when and where necessary with precise techniques and the necessary amount. Reading is quite limited for this age group and it is done in two ways in the theme, by using a short extract from the written version of the introductory digital story and/or additional short reading texts in reading sections of the teaching materials to be used. The texts are very short, precise, and simple, as they are limited reading texts. Various reading styles including reading aloud, chorus reading, silent reading, and speed reading are used as main styles. Basic reading techniques such as skimming, scanning, and reading for detail are used in very simplified ways. Pre-reading, while-reading and post-reading phases are used in a simplified and age-appropriate way in the theme. The ultimate aim of reading practice is to increase comprehension, improve fluency, develop pre-critical thinking skills, support the ability to comprehend and help talk/write

about the content in a meaningful and communicative way. In this way pupils' language and communicative competence improve gradually (**V3.2, LS1, LS4, CS2.3, CS2.6, CS3.3**). For the initial stage of reading, the teacher asks the pupils to look at quickly the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme on "personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons" (**V3.3, V8.1, V10.1, V10.2, V10.3, V14.1, V14.2, V18.1, LS2, LS4, CS2.8**). At this stage, the teacher could ask the pupils to read the title/heading of the content and ask the pupils which words they already know, and which come to mind in connection with the title by showing them a list of words and corresponding pictures to choose the ones they know (**SELS1.1, V3.4, LS1, CS2.16.2**). She/He reminds them not to ask for the meanings of new words or the words they do not know. She/He reminds them that this is only a recalling activity to check the words they know and that there will be time to work on the new words of the new theme later (**D3.2, D3.6, V12.1, CS2.10, CS2.12**).

ENG.4.3.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: To see the written forms of the target words and to do some simple reading, the teacher asks the pupils to look at the Smart Board where she/he shows a 3-D house model of "personal life" (that she/he has used earlier). Next to each item, the written form of the word is provided on the model. The teacher asks the pupils to read the words first silently. The teacher then points to a word at random and asks the pupils to read it out loud as a whole class. Then she/he invites volunteers to come to the board and they point to different words and the rest of the class read them aloud as a chorus (**D2.3, SELS1, V3.4, V4.2, V20.4, LS1, LS2, LS4, CS2.12**).

ENG.4.3.R3.

MAKING MEANING THROUGH READING: The teacher then shows (a short extract from) the written version of the introductory digital story (or another text about the theme) on the blackboard/Smart Board. She/ He asks the pupils to read after her/him using the shadow reading technique as a whole class. She/He could also try different versions such as pyramid reading or radio reading techniques (reading silently for a while and then aloud, then silently, and so on) which are the combinations of silent and aloud reading using rhythms as prompts (**V3.4, V7.2**). After reading the words/word groups/clauses in the content, pupils proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1, V3.3, LS1, LS4, CS2.14**). From display to communicative open-ended, various types of questions are used to understand the meaning of the short and simple texts about "personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons" (**SELS3.1, SELS3.2**). During this process pupils work collaboratively to exchange information, thoughts, and feelings (**SELS2.2, V4.2, V8.1, V10.1, V10.2, V10.3, V14.1, V14.2, V18.1, CS2.6**). This is evaluated as described in items (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.3.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY:

The teacher asks pupils to think about the reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer pupils express what they think and feel about them (**V20.4, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V12.2, LS1**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.4, V10.3**).

ENG.4.3.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, pupils remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions (**SELS1.1, V3.2, LS1, LS2, LS4**). As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme.

ENG.4.3.V2.

RECOGNITION OF THE TARGET VOCABULARY: To introduce the meaning of the vocabulary related to the theme “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons”, the teacher asks the pupils to watch the introductory digital story again. A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help pupils to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some pictures for the vocabulary about the main components of the theme that take place in the story/text (**V3.3, V3.4, V8.1, V10.1, V10.2, V10.3, V14.1, V14.2, V18.1**). Pupils circle or tick the ones that they have heard, seen and scanned (quickly read) in the story/text. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, CS2.4, CS2.6, CS2.7**). Then, from the beginning, whenever an item related to “personal life” is mentioned, the teacher stops the video and asks a question in the form of two options by showing their pictures (**CS2.16.1, CS2.6**). By guessing what they are based on the pictures, the scene, and the sound, pupils hear the English equivalents of the words for the personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons, and they answer as a whole class. In this way, they are introduced to the meaning of the target words (**D1.1, CS2.10**). This is done in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (3) and (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.2, V8.1, V10.1, V10.2, V10.3, V14.1, V14.2, V18.1, LS1, LS2, LS4**).

ENG.4.3.V3.

SELECTION AND USE OF TARGET VOCABULARY: To check whether the pupils are aware of the components of the main theme “personal life”, the teacher prepares an activity using the Web 2.0 program with images/pictures of components of “personal life”. She/He prepares three boxes on one side of the screen and mixed images/pictures for target vocabulary related to the “personal life” on the other side. She/He asks the pupils to look at the mixed pile of images/pictures on the Smart Board screen and scan them for a while to remember them (**CS2.4**). She/He asks the pupils to drag the objects about the components of the theme into the correct box on the screen. The boxes have the words for each component represented on them with symbolic pictures. The pupils are given the cut-out pictures and a large sheet of paper with the pictures of empty boxes. The teacher asks them to work in pairs and put the cut-out pictures in the right box and ask each other several display questions (**CS2.5**). When the pupils have finished working with the cut-outs and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures as the components of the theme “personal life” to the correct empty boxes on the screen (**SELS1.2, CS2.5**). In this way, images/pictures that are relevant to the concept of the theme “personal life” are consolidated through categorisation. The same activity can be done with real pictures on the white/blackboard if there is a problem with technology. To practise the meanings of the target words about the school, the teacher places several pictures for them in the different parts of the classroom. She/He then puts some flashcards with the target vocabulary for “personal life” on the blackboard/whiteboard. She/He takes a flashcard at random and shows it to the pupils. Pupils, working in pairs, look at the flashcard, decide which picture on the classroom walls is relevant, they go to the picture together, pin the flashcard to the noticeboard and say the word together first in pairs, and then as a whole class (**SELS2.1, SELS2.2, V3.4, V7.1, LS1, LS2, LS4, CS2.5**). To consolidate the meanings of the new

vocabulary items for the concept of “personal life”, the teacher could organise several activities in pairs and groups with pictures and flashcards such as Bingo, Pelmanism, King’s game, Odd One out, etc. **(SELS2.2)**. These activities are closed and controlled so that pupils can practise the current (new) vocabulary about the current context in the beginning but later they work with simple and easy open-ended and communicative activities **(D2.5, SELS3.1, V4.2, V7.2, LS5)**. This is evaluated as described in items (1), (2), (3), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the pupils to copy the words in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling using the words written on the model school on the blackboard/ Smart Board **(SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS1, LS4)**. This is evaluated as described in items (3) and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.3.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the pupils’ attention to the target language chunks of the theme, the introductory digital story is played so that the pupils can notice the target language chunks about the theme “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons” **(D3.2, CS2.2)**. While the pupils watch the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the pupils to do the same **(CS2.14)**. She/He could hold up large pictures and ask the pupils questions about the pictures with the target chunks expecting the pupils to ask and answer by using the target chunks. To check the pupils’ identification of the target language chunks, the teacher shows some picture strips that she/he has prepared for this activity, using some Web 2.0 programmes, after the pupils have watched the introductory digital story and imitated the actions and said the target language chunks. She/He asks the pupils to listen to her/him saying a target language chunk and then to look at the screen and say “Stop!” when they see a scene in the picture strips with the target chunk that the teacher has just said **(SELS3.1, CS2.7)**. The teacher stops if the pupils are correct, but not if they are not **(V3.3, V4.1, V7.1, V8.1, V10.1, V10.2, V10.3, V14.1, V14.2, V18.1, LS1, LS2, LS4)**.

ENG.4.3.G2.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate pupils’ practice with the target language chunks, the teacher prepares necessary number of headings on the screen with symbols for the components of the theme “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons”, and writes the appropriate language chunks to be used with each of the groups. She/He also provides the vocabulary items on the Smart Board screen. The teacher wants the pupils to think for a while and talk with their peers about which target words can be used in which language chunk group **(SELS2.2, V3.1, V8.1, V10.1, V10.2, V10.3, V14.1, V14.2, V18.1, LS1, LS4, CS2.4)**. Then the pupils go to the board and move the words under the correct heading and say the complete sentence with the target words and the chunks. They are then asked to say a sentence with the target chunk aloud as a class. Each sentence is repeated after each pair. Their learning can be checked as described in items (5), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. The same game can be played with pictures on the blackboard if there are technological/technical problems **(D2.5)**. To organise the pupils’ further practice to consolidate the target language chunks, the teacher could create some action sequences in context by repeating, saying, and acting out with different activity bundles where their learning can be checked as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(CS2.13)**. There is no analysis or teaching of grammatical structures at this stage. Pupils can automatically, spontaneously, and naturally select and use the target language chunks in the current context **(SELS3.1, V3.4, V4.2, V7.1, LS5, CS2.3, CS2.4, CS2.16.2)**. For consolidation of the target language chunks, the teacher can facilitate more fun activities and games so that the pupils can practise and consolidate them **(V4.4, V7.2)**.

ENG.4.3.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Writing activities help pupils produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons” as in other themes. Writing activities are arranged according to age and level so they are quite limited and are gradually expanded (**V3.2, V3.4, V8.1, V10.1, V10.2, V10.3, V14.1, V14.2, V18.1, LS1, LS4**).

ENG.4.3.W2.

COPYING FROM THE MODEL: Initially, pupils produce very limited and short pieces of writing, such as words and word groups to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening/watching and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat, answering simple questions with a limited number of words, or simply explaining in context what they hear and see and what they are asked to do. They are provided a written model/example to copy. By copying a simple written model, they get used to seeing and using the target words, language chunks, punctuation, spelling and so on in written language (**D3.1, SELS3.1, V3.4, LS1, CS2.4, CS2.16.3**). To further practise guided and copied writing, the teacher gives all the pupils some paper/cardboard to make a model in groups (**SELS2.1, SELS2.2**) (of two, three, four etc.) and to write the names of the vocabulary items “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons” next to their drawings on the model related to personal life. The teacher asks them to look at the Smart Board screen with the model related to personal life that she/he has made earlier so that the pupils can easily copy the target words for the items as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.4, V7.3, V8.1, V10.1, V10.2, V10.3, V14.1, V14.2, V18.1, LS4**).

ENG.4.3.W3.

CREATING CONTENT BASED ON THE MODEL: For practising more with the written forms of the target words, language chunks, and the social language for the theme, new contexts are created in the form of a new animated short story or a dialogue for the pupils to practise further by seeing/hearing/reading/writing (copying) the target words and language chunks about the concept of “personal life” in fun, enjoyable, varied, and versatile activities. This new content is contextual, simple, practical, and appropriate to the pupils’ age and language level (**D1.2, D1.6, SELS3.2, V3.4, V4.2, V4.4, LS1, LS4, CS2.20**).

ENG.4.3.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Pupils are encouraged to produce a variety of written products such as clauses, sentences, acronyms, messages, posters, e-mails, poems, songs and so on to express their ideas, thoughts, and feelings (**D2.5, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the pupils’ age, interests, and language level (**V3.4, V7.2, LS1, LS4**).

ENG.4.3.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Pupils interact and communicate with peers and/or other people inside or outside school by using the written language including the target words, language chunks, and the social language for the theme “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather;

comparisons” from simple to more expanded versions in their writing (**SELS2.2, SELS2.3, V4.2, V8.1, V10.1, V10.2, V10.3, V14.1, V14.2, V15.1, V18.1, LS1, LS4, LS5, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce simple digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3, V3.4, V7.2, V11.1, LS2, CS2.20**). These activities can be evaluated as described in items (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.3.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing expression process and asks them to express their thoughts, ideas, and feelings about the process in simple ways, for instance by using emoticons, symbols, drawings, charts etc. (**D1.5, SELS1.3, V4.2, LS1, CS2.15**). Pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs (**D2.4, D3.5, V12.1, V15.1, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V10.3, LS4**).

ENG.4.3.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance pupils’ learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures, and the social language expressions of the theme about “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons” (**V3.2, V4.2, V8.1, V10.1, V10.2, V10.3, V14.1, V14.2, V18.1, LS1, LS4, LS5**).

ENG.4.3.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, pupils recognise the language with the target language items through the models (**CS2.6**). They practise the language in a controlled way, by telling, repeating, and imitating what they hear and see in the context (**D1.3, D3.2, SELS3, V3.4, LS1, LS4, CS2.4**). The spoken content of the model becomes a path for them to follow.

ENG.4.3.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new and simple photo/picture strip/pantomime/video stories, dialogues, etc. as new opportunities for the pupils to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V7.1, LS1, LS4, CS2.13**).

ENG.4.3.S4.

CONSTRUCTING SPOKEN MATERIALS: Pupils are encouraged to produce several spoken products related to the extended contexts such as simple dialogues, short texts etc. To interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons” (**SELS2.2, SELS3.2, V4.2, V8.1, V10.1, V10.2, V10.3, V11.1, V14.1, V14.2, V18.1, LS1, LS4, LS5, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings for developing their oral skills (**D1.2, D1.6, D3.3, SELS3.2, SELS3.3, V3.4, V7.2, LS2, CS2.20**).

ENG.4.3.S5.**RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING:**

Pupils communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20)**. Picture strip stories can be used at the end of each theme to provide a consolidation and revision. These new contents created are contextual, practical, authentic, real, and appropriate to the pupils' age, interests, and language level. Storification, drama, and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme **(V3.4, V15.1, LS1)**. Pupils are encouraged to produce several spoken products related to the extended contexts such as dialogues, show and tell activities, acting out activities to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "personal life" and its components such as "physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons" **(SELS2.2, SELS3.2, V4.2, V7.2, V8.1, V10.1, V10.2, V10.3, V14.1, V14.2, V18.1, LS4, CS3.1, CS2.20)**. AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.2, SELS3.3, V11.1, LS2, CS2.20)**. These are evaluated as described in items (7), (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG.4.3.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V4.2)**. Some volunteer pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(SELS1.2, SELS2.2, V12.1, V20.4, LS1, LS4, CS2.15)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V4.3, V10.3)**.

TEACHER REFLECTION: She/He can keep a class journal in which she/he makes notes about what worked or didn't work in teaching the theme and pupils' learning and the potential reasons for this to find solutions. She/He can ask a colleague to observe her/his lessons and give feedback on the lessons (peer observation). She/He can also discuss the whole teaching process with her colleagues to specify the challenges faced throughout the whole current theme.

DIFFERENTIATION**Expansion**

Objective: To describe and talk about clothing and clothing preferences in English by using the target vocabulary and target chunks.

Activity 1: Design the Character

Each pupil is given a paragraph describing a character's physical appearance, clothing, and personality traits. For example: "The character has wavy hair and blue eyes. She/He is wearing a raincoat, leggings, and slippers. She/He is very kind and enjoys quiet activities". Pupils use the description to design the character on a blank person template. They cut out pictures such as hairstyles, clothing, and accessories from the provided sheets, paste them onto the template, and label the parts, such as "raincoat" or "blue eyes". After completing the activity, pupils present their character by reading the paragraph. The teacher provides positive feedback to motivate them. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Supporting

Objective: To describe clothing and clothing preferences in English by using the target vocabulary.

Activity 1: Design Your Character

Pupils receive a blank person template and a sheet with pictures of clothing items, hairstyles, and eye colours. They cut out their chosen items, paste them onto the template, and label them with arrows, such as "raincoat", "blue eyes", or "short hair". After completing their characters, they describe them with simple sentences such as, "My character has blue eyes and is wearing a cardigan". Then, their works are displayed on the classroom notice board. The teacher provides positive feedback to motivate them. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 4: FAMILY LIFE

Sub-themes: Family members' jobs; family members' long-lasting habits; family members' errands (now and in the past); places for services in the neighbourhood; comparisons

This theme is centred on the concept of "family life" and covers the sub-themes of "family members' jobs; family members' long-lasting habits; family members' errands (now and in the past); places for services in the neighbourhood; comparisons". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 10

FIELD SKILLS AND SUPPORTIVE SKILLS FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Gramming: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V2. Family Integrity, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V8. Privacy, V10. Modesty, V11. Independence, V12. Patience, V14. Respect, V15. Love and Affection, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy

INTERDISCIPLINARY**RELATIONS**

Turkish, Maths, Social Studies, Visual Arts, Music, Physical Education and Games

INTERSKILLS

CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 4 is structured based on holistic approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.4.4.L1. Pupils can get ready for the listening/watching-comprehension process for the current content on “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands; places for services in the neighbourhood; comparisons”.

- a) Pupils activate their pre-existing knowledge and experiences related to the current theme and content, by recalling it in her/his own language in their minds.*
- b) Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content, by responding to simple questions with physical actions without speaking Turkish or without having a translation.*
- c) Pupils make simple predictions about the current content, by using pre-existing knowledge and experience based on the realia, pictures and context.*

ENG.4.4.L2. Pupils can bring information about the current content on “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands; places for services in the neighbourhood; comparisons” together with key details and main components while listening/watching it.

- a) Pupils make simple predictions about the current content based on the surrounding audio/visual elements scattered around the classroom in relation to the current theme.*
- b) Pupils comprehend the topic of the current content by listening (to)/watching it as a whole without having intervals.*
- c) Pupils recognise concrete/simple/basic details and components within the whole introductory content by watching and listening to it by noticing the basic components.*

ENG.4.4.L3. Pupils can make meaning of/derive meaning from the current content on “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands; places for services in the neighbourhood; comparisons” through details by listening/watching it carefully.

- a) Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept.*
- b) Pupils locate the components of the current content within the whole by listening and watching it.*
- c) Pupils make simple and basic classifications of the current content when necessary by grouping components, words, and other aspects with the help of visuals.*
- d) Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components, words, and other aspects with the help of visuals.*
- e) Pupils recognise very concrete/simple/basic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components.*
- f) Pupils internalise the current content personally in an age- and level-appropriate manner, recognising that it is about her/his present life at school.*

ENG.4.4.L4. Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands; places for services in the neighbourhood; comparisons” in a very simple way.

- a) Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content in a very simple way.*

- b) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content by sharing them with others in a very simple way.*

ENG.4.4.P1. Pupils can select and use the target phonological elements of the current content about “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands; places for services in the neighbourhood; comparisons” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others.

- a) *Pupils listen to/watch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Pupils recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Pupils use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG.4.4.R1. Pupils can get ready for the reading-comprehension process about the current content on “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands; places for services in the neighbourhood; comparisons”.

- a) *Pupils activate their pre-existing knowledge and past experiences related to the current theme and content.*
- b) *Pupils recognise simple and basic relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Pupils make simple preliminary predictions about the current content based on recognised relationships.*

ENG.4.4.R2. Pupils can bring information about the current content on “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands; places for services in the neighbourhood; comparisons” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it.*
- b) *Pupils grasp the topic of the current content generally by looking at the surrounding audio/visual materials quickly through skimming.*
- c) *Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning.*

ENG.4.4.R3. Pupils can make meaning of/derive meaning from the current content about “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands; places for services in the neighbourhood; comparisons” by reading it carefully.

- a) *Pupils check the current content in detail for the accuracy of initial predictions that are made earlier.*
- b) *Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- c) *Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*

- d) *Pupils recognise basic horizontal/vertical relationships within the current content that contribute to the perception of it in a simple and meaningful way.*
- e) *Pupils make simple, basic, and meaningful inferences from the information in the current content by examining it.*
- f) *Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level.*

ENG.4.4.R4. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands; places for services in the neighbourhood; comparisons” for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply.*

ENG.4.4.V1. Pupils can select and use the target vocabulary of the current content about “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands; places for services in the neighbourhood; comparisons” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils hear/view target vocabulary in the current content as a whole in context.*
- b) *Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearing/watching the target material and source, together with pointing to the pictures displayed in class.*
- c) *Pupils recognise the use of the target words in the target material and source, by listening/watching it several times and seeing how and where the target words are used to describe the current concept.*
- d) *Pupils associate the contextual meanings of target words reinforced and recognised through whole class, group and individual repetition, with pre-existing conceptual meanings in mind.*
- e) *Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class, group and individual repetition.*
- f) *Pupils make use of the semantically related target vocabulary in a spontaneous, authentic and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge (in Turkish in his/her mind).*
- g) *Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends, family and other people outside the school by being aware of their differences.*

ENG.4.4.G1. Pupils can select and use the language including target grammatical elements of the current content about “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands; places for services in the neighbourhood; comparisons” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils become familiar with the current content by listening, viewing, and reading it several times.*
- b) *Pupils reinforce familiarity with the target content by listening to/watching it several more times if necessary, through the recognition of actions involved in it.*

- c) *Pupils listen to/watch an audio/visual/written presentation of current content with target language chunks representing target language use, narrated through body language and verbal repetition.*
- d) *Pupils gain auditory/visual awareness by listening/watching/reading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition.*
- e) *Pupils repeat target language chunks many times in the current auditory/visual/written context many times, without knowing, analysing, or thinking about their rules, verbally, automatically and by pointing.*
- f) *Pupils repeat the auditory/visual/written content containing target language chunks many times automatically, naturally, and verbally within short, simple, and meaningful sentences without knowing, analysing, or thinking about their rules.*
- g) *Pupils act out physically the language chunks in the heard/viewed/seen content without knowing, analysing, or thinking about their rules.*
- h) *Pupils repeat the language chunks in the auditory/visual/written content automatically and act them out simultaneously and physically without knowing, analysing, or thinking about their rules.*
- i) *Pupils automatically select and use similar target language chunks related to the current content heard/seen/read in oral communication without knowing, analysing, or thinking about their rules.*

ENG.4.4.W1. Pupils can get ready for the writing-expression process about the current content on “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands; places for services in the neighbourhood; comparisons” in an age- and level-appropriate way.

- a) *Pupils activate their pre-existing knowledge and experiences used in the initial processes of listening/viewing (and/or reading) and associate it with the current content in a simple way.*
- b) *Pupils understand correctly what the current writing task is as guided and assigned.*

ENG.4.4.W2. Pupils can copy the model/example on the writing task about the current content on “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands; places for services in the neighbourhood; comparisons” based on the model/example provided to practise for further writing activities.

- a) *Pupils rewrite model/example content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills.*

ENG.4.4.W3. Pupils can organise and form a content for the assigned writing task on the current content “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands; places for services in the neighbourhood; comparisons” based on the model/example provided.

- a) *Pupils organise a very simple, short, and meaningful content for a prepared and/or unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type, age, and language level.*

ENG.4.4.W4. Pupils can practise writing by constructing content for the assigned writing task on the current content “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands; places for services in the neighbourhood; comparisons”.

- a) *Pupils use materials, structural features, discourse forms, and punctuation appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task.*
- b) *Pupils select and use target words, language chunks, and social language expressions appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task related to the theme.*

- c) *Pupils express simple messages clearly for a prepared and/or unprepared writing task related to the current theme.*

ENG.4.4.W5. Pupils can reorganise and use information by reconstructing it in the new written tasks about the “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands; places for services in the neighbourhood; comparisons” to communicate with other people.

- a) *Pupils use similar information from the current content in different contexts by simply, meaningfully, and individually reorganising it.*
- b) *Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others.*

ENG.4.4.W6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands; places for services in the neighbourhood; comparisons” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply.*

ENG.4.4.S1. Pupils can get ready for speaking-expression process about the current content on “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands; places for services in the neighbourhood; comparisons” with the help of supplementary audio-visual materials.

- a) *Pupils become familiar with model/example content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listening/watching/reading and associating it with the current content.*

ENG.4.4.S2. Pupils can imitate the model/example for producing verbal content about the current theme on “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands; places for services in the neighbourhood; comparisons”.

- a) *Pupils become familiar with the model/sample content through repetition and imitation in context while and after listening (to)/watching it with the help of audio-visual aids.*

ENG.4.4.S3. Pupils can organise simple new verbal content on “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands; places for services in the neighbourhood; comparisons” by speaking accurately, efficiently, and authentically.

- a) *Pupils design simple new verbal content by imitating model/sample content for prepared and/or unprepared speaking situations based on the model/sample that was listened (to)/watched earlier.*
- b) *Pupils organise simple new verbal content by imitating model/sample content for prepared/unprepared speaking situations, appropriate to the model/sample, context, age, and language level.*

ENG.4.4.S4. Pupils can form a simple new verbal content on “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands; places for services in the neighbourhood; comparisons” through reconstruction by speaking accurately, efficiently, and authentically.

- a) *Pupils select and use accurate pronunciation, discourse forms, target words and language chunks for prepared and/or unprepared speaking situations, by imitating model/example content, appropriate to age and language level.*

- b) *Pupils select simple and contextually appropriate content/information quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the model/sample, age, language level, and context (question-answer, pointing and saying, selecting and saying, etc.) within the given (thinking) time.*
- c) *Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way (short monologues, dialogues, show and tell, pantomime drama, etc.).*
- d) *Pupils express messages in a concrete, simple and clear way for the listener in prepared and/or unprepared speaking situations together with mimics, gestures, and body language.*

ENG.4.4.S5. Pupils can reorganise and use information about the current theme on “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands; places for services in the neighbourhood; comparisons” by reconstructing it to communicate with other people.

- a) *Pupils use the presented information in different contexts in a simple, natural, accurate and necessary way by reorganising it individually and verbally.*
- b) *Pupils engage in verbal communication by sharing the reconstructed meaningful information with others.*

ENG.4.4.S6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands; places for services in the neighbourhood; comparisons” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process in a very simple way.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way.*

CONTENT FRAME

FAMILY LIFE:

Sub-themes: Family members' jobs; family members' long-lasting habits; family members' errands (now and in the past); places for services in the neighbourhood; comparisons.

Target Vocabulary in Use (with revisional vocabulary):

Family members: Grandpa, grandma, mummy (mommy-AmE.), daddy, women, men, a person, people.

Jobs: A teacher, a doctor, a farmer, a dentist, an imam, a nurse, a police officer, a scientist, a singer, a waiter/waitress, a shop assistant, a secretary, a cook (chef), a worker, a writer, an artist, a cleaner, a driver.

Action verbs for jobs: To teach, to check, to grow, to help, to test, to sing, to sell, to write, to cook, to build, to draw, to paint, to clean, to drive.

Places and services in the neighbourhood: A theatre, a hospital, a restaurant, a museum, a park, a bank, a café, a library, a city, a shop, a hotel, a market, a station, a cinema, a post office, a chemist's (pharmacy-AmE.), a hairdresser's, a barber's, a greengrocer's, a bakery, a butcher's.

Action verbs for daily errands: To do the/to go shopping, to buy groceries, to pick up children from school, to take the rubbish (trash-AmE.) out, to take the dog for a walk, to help, to set the table.

Long-lasting habits: To read before bed, to visit the library every Saturday, to garden on Sundays, to watch films on Sundays, to ride a bike on Saturdays, to go for a walk, to drink milk every morning, to go to the cinema every Saturday, to meet friends, to listen to music.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Language Chunks in Use:

The Simple Past Tense (+)(-)(?)(with irregular verbs):

Language Chunks: (What did you read at home last night? I read a new book about animals last night).

Functions: Describing completed actions or events that happened in the past.

Comparisons with the regular forms of adjectives-Superlatives:

(Who is the kindest person in your family? My brother is the kindest person in our family).

Functions: Describing one person, animal, place, or thing as having the highest or lowest degree of a quality among three or more.

Like+love+Ving:

(What do you like doing at the weekend? I like riding my bike and playing football with my friends. What does your sister love doing? She loves reading books and drawing pictures).

Function: To express preferences, interests, or enjoyment of activities.

Background Language Chunks in Use:

"To be"-present:

Language Chunks:

(What's/is your father's job? He's/is a doctor). (What's/is your favourite habit? My favourite habit is reading).

Functions: Asking and answering about professions; expressing likes, interests, or personal habits.

The Present Progressive Tense:

Language Chunks: (What are you doing today? I'm/am going to the shops).

Functions: Describing ongoing actions, habits, errands or temporary activities in the present.

The Present Simple Tense:

Language Chunks: (What does your mother do (for a living?) She's/is a teacher).

(How often do you go for a walk? I go for a walk every Sunday).

Functions: Describing professions or habitual actions; expressing regular or repeated actions and their frequency.

Target Language Chunks in Use:**Target Social Language in Use:**

That's great!

Good job!

Catch you later!

Sounds fun!

Not this time.

Calm down!

Don't worry!

You look so cool!

Go ahead!

Excellent!

Target Phonological Sounds in Use:

Vowel: o

Consonants: k, l, m, n, p

Vowel: o: (/əʊ/, /ɒ/, /ɔ:/)

Consonants: k: (/k/); l: (/ɛl/ /l/); m: (/ɛm/, /m/); n: (/ɛn/, /n/); p: (/pi:/, /p/)

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

The concept of "family life" is present in almost all languages because it is one of the most basic parts of almost all human beings' and children's lives in different parts of the world. People who start to learn a new language bring with them their previous/pre-existing knowledge and transfer it to their new language learning. So, a primary school pupil in year 4 will know what "family life" means as a concept but will not know its equivalents in another language if it has not been covered in their existing foreign language curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn it more easily in a foreign language, English in this case.

Key Concepts:

Jobs, habits, errands, members, family members, family members' jobs, family members' long-lasting habits, family members' errands, services, places, neighbourhood, places for services, places for neighbourhood, places for services in the neighbourhood, comparisons.

INDICATORS FOR LEARNING (Assessment and Evaluation)**EVALUATION FOR THE SKILLS AND THE CONTENT:**

PERFORMANCE ASSIGNMENT: Pupils will create a poster or a flyer about their family. They will include pictures or drawings of their family members, their jobs, and long-lasting habits. They will write short descriptions like, "My dad is a doctor, and he helps people every day" or "My mom likes to read before bed". Pupils will also add information about family errands, such as, "We always go shopping on Saturdays". The poster will feature a map of their neighbourhood showing places like the hospital, the park, or the library, where their family members often go. Pupils will present their posters to the class, explaining each part in

their own words. The class will rate the presentations through the rating scales or checklists given by the teacher.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the pupils' knowledge of the "family members' jobs; family members' long-lasting habits; family members' errands; places for services in the neighbourhood; comparisons" in their own language. As the pupils are 9-year-old primary school children, they can know what "family members' jobs; family members' long-lasting habits; family members' errands; places for services in the neighbourhood; comparisons" mean in their own language and to be able to express them in their own language. However, they would not know them in a foreign language, in this case English, if they were not covered in their existing school curriculum. This knowledge in their own language would prepare them to identify the same concepts in their foreign language, English, without speaking any Turkish. It is assumed that they have learnt some basic things to talk about what things are and what people do etc. by using language chunks such as "Do you live in this neighbourhood? Yes, we live here. Do you watch this series? Yes, I do. No, I don't. What's/is your father's job? He's/is a doctor" in English from the previous themes or years. These chunks can be used as a basis for learning the new language chunks in the current theme making the new chunks easier to learn. This can be an activity such as a short game, a physical activity, listening to a song/chant/rhyme and so on which will not require any further English knowledge and also there will not be a need to speak Turkish.

Pre-Evaluation Process

It is expected that pupils' physical, cognitive, affective, and social factors are appropriate and suitable for learning about "family life" as a concept in English. Some previous themes from previous years would be helpful as a basis for moving on and learning the current content on the concept of "family life". Therefore, a dialogue game can be played to revise some words and chunks about "family life" they learnt before. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use previously learnt vocabulary and language chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics and/or checklists.)

Establishing Links

Pupils are asked to recall the current (theme) concept of "family life" and its components such as "family members' jobs; family members' long-lasting habits; family members' errands (now and in the past); places for services in the neighbourhood; comparisons", by remembering their previous/pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without translating anything until they start learning the target words in the current concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept various visual materials such as a short digital cartoon, a picture, a poster can be prepared and shown (it can be a paper picture format if there are technological problems) before the main teaching/learning flow of the lesson begins. The pupils are facilitated through the materials they have learnt the concept of it in the previous years with various activities. Then they are asked in simple English what was it about. They get help from the teacher to be able remember and say. For example the teacher could show the pictures with the words next to them so that pupils can remember some vocabulary and language chunks from the previous years. The teacher asks them to wait until they see the next visual, which is the main entry material of the theme, the introductory digital story, without asking any further questions.

One of the example practices could be to point correctly to a picture of the current concept in it when they are given instructions by the teacher in simple English. Pupils give responses by pointing out relevant so-called pictures without speaking any Turkish but only in very simple English or with mimics and gestures.

In this way, connections are made between pre-existing knowledge about the current theme (in their minds)

in their own language and the present information about the concept through meaningful contextualised activities with visuals within the theme.

Learning-Teaching Practices

WARM UP TO THE WHOLE THEME FOR WELL-BEING

Before starting to work on the theme, to prepare the pupils emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the pupils feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as playing a short game, doing a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, saying a tongue twister, etc. that has no relation or connection to the current theme and does not require any knowledge of English. This is done only for fun and relaxation. **(D2.5, SELS2.1, V12.1, LS2, LS4).**

INTEGRATION OF LANGUAGE SKILLS IN THE THEME:

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around a central topic and sub-themes, allowing pupils to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where pupils engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.4.4.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: After having an activity about the current theme during the background recall session, pupils can have a vision of “family life” in their minds, so a further concept check would help them prepare for the current theme **(D3.2, SELS1.1, V3.2, LS1, CS2.11, CS2.16.2).** For instance, the teacher could bring into the classroom and show a card model of a school and sets of pictures about the components of it. The teacher then asks the pupils to point to the pictures in or on the model. She/He asks what they think the topic of the main context of the theme, the introductory digital story, that they are going to watch is about **(V3.3, LS2, LS4, CS2.6, CS2.8).** For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme. It is both an entry material and the main context to the whole theme at the same time. (A 3-D model of family life can also be created using Web 2.0 programmes.) They can guess the sub-concepts of family life, so they can easily understand that the current theme will be “family life” **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.4, LS1, LS2, LS4, CS2.10, CS2.17).**

ENG.4.4.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: To have access to the current theme, the teacher asks the pupils to watch the introductory digital story carefully recalling the pictures shown earlier **(CS2.11).** The introductory digital story is watched to identify the target theme “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands (now and in the past); places for services in the neighbourhood; comparisons” as a whole, without stopping the video at any point, so that the pupils can understand the theme/topic holistically **(D3.2, SELS1.1, V2.1, V2.2, V2.3, V2.4, V3.3, V5.1, V8.3, V16.1, V16.2, LS1, LS2, LS4, CS2.14, CS2.16.2).**

ENG.4.4.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw the pupils' attention to the content about family life and its relevant components, some pictures are brought into the classroom by the teacher. The teacher brings a necessary number of large boxes for the pictures (some symbols are stuck on the boxes for family life with family members' jobs; family members' long-lasting habits; family members' errands (now and in the past); places for services in the neighbourhood; comparisons) and puts the boxes on the table. She/He puts the corresponding picture into the related box when the corresponding vocabulary is mentioned in the introductory digital story without stopping the video while the pupils watch the story (**V2.1, V2.2, V2.3, V2.4, V3.3, V5.1, V8.3, V16.1, V16.2, LS1**). When they have watched the whole story, the teacher shows the items in the boxes on the table and asks some simple display questions about it. In this way, the teacher could carry out a monologue and also engage in a dialogue with the whole class to check that they have recognised the theme as a whole through its components, which can be used to check their learning as described in item (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, SELS2.1, V4.2, V6.1, LS2, LS4, CS2.8**). After watching the introductory digital story, the teacher takes all the pictures out of the boxes and puts them back on the table again and says the word "family life" several times aloud, and the pupils repeat after her/him. In this way, the main vocabulary of the theme "family life" is introduced to the pupils in English. To remember the sequence of the scenes with the parts, places, and people in the "family life" in the introductory digital story, the teacher shows the mixed images/pictures of the scenes on the Smart Board and asks the pupils to look at the images/ pictures of these scenes for a while (**CS2.3**). She/He then asks them to order the scenes in pairs with the mixed paper pictures she has already given to the pupils (**SELS2.2, V3.4, V4.2, LS1, LS2**). When the pairs have finished sorting the pictures for scenes of the story, the teacher asks the pupils to take turns or volunteer to order the scenes on the screen of the Smart Board (or the pictures on the blackboard (**SELS1.2, V4.1, V14.1, V20.4, LS4, CS2.6, CS2.10**). This will help the teacher organise the story as a whole so that the pupils can identify the main theme and the components of the theme through their memories (**D1.2, D1.6, D2.3, CS2.12**).

ENG.4.4.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V7.2**). Some volunteer pupils express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, V20.4, LS5, LS6**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V10.3**).

ENG.4.4.P1.

RECOGNITION OF TARGET PRONUNCIATION: To recognise the pronunciation of the new target words, language chunks, and social language expressions about the theme "family life with family members' jobs; family members' long-lasting habits; family members' errands (now and in the past); places for services in the neighbourhood; comparisons", the teacher puts on the table the pictures and boxes that she/he has previously used. She/He holds up each picture and asks the pupils to repeat each word aloud a few times as a whole class after listening to the recordings she/he has prepared beforehand using some Web 2.0 programmes. She/He puts the picture in the correct box about the group corresponding to the word while repeating the words with the whole class (**V2.1, V2.2, V2.3, V2.4, V3.4, V5.1, V8.3, V16.1, V16.2, LS1, LS4, CS2.16.3**). The teacher could offer variations with some techniques, such as showing the picture of the target words about family life to the pupils to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both. To help the pupils pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers, using the shadow technique, in

which pupils immediately repeat whatever the teacher is saying or the story, without pausing (**D1.3, SELS1.2, SELS2.1, V3.4, V7.1, LS2, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be extended with different forms of TPR activities, e.g. first the teacher says the target words for the family life and its components, the pupils listen; then the teacher says the target words and acts them out, the pupils repeat after her/him (**SELS2.1, CS2.6**). Then the teacher and the pupils say the target words and act them out together at the same time. Then the pupils say the words, and the teacher acts them out (**V3.4, V4.2, V15.1, LS4**). These “family life”-related actions can be done through the actions which can be done in the school, but they are only used for acting without teaching them as verbs in English. For instance, they can pretend to do things according to the topic. As a variation, they can also repeat the words after the teacher happily, sadly, angrily etc. using different tones of voice through TPR techniques (**SELS2.3, V11.1, V12.2, LS5, CS2.9**). Then some groups of pupils say the words, some groups of pupils act them out. While doing the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom. Some action sequences are also created through which the pupils can practise the social language expressions of the theme in a fun way by repeating, pointing, and miming in several games. Several fun pronunciation games could be played where pupils whisper a target word into the ears of their peers forming a chain and the last person says it aloud and the class checks if the word is pronounced correctly or not (**D2.5, SELS2.1, SELS2.2, V4.3, V4.4, V6.2, LS6, CS2.12**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.4.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading activities throughout the theme when and where necessary with precise techniques and the necessary amount. Reading is quite limited for this age group and it is done in two ways in the theme, by using a short extract from the written version of the introductory digital story and/or additional short reading texts in reading sections of the teaching materials to be used. The texts are very short, precise, and simple, as they are limited reading texts. Various reading styles including reading aloud, chorus reading, silent reading, and speed reading are used as main styles. Basic reading techniques such as skimming, scanning, and reading for detail are used in very simplified ways. Pre-reading, while-reading and post-reading phases are used in a simplified and age-appropriate way in the theme. The ultimate aim of reading practice is to increase comprehension, improve fluency, develop pre-critical thinking skills, support the ability to comprehend and help talk/write about the content in a meaningful and communicative way. In this way pupils’ language and communicative competence improve gradually (**V3.2, LS1, LS4, CS2.3, CS2.6, CS3.3**). For the initial stage of reading, the teacher asks the pupils to look at quickly the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme on “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands(now and in the past); places for services in the neighbourhood; comparisons” (**V2.1, V2.2, V2.3, V2.4, V3.3, V5.1, V8.3, V16.1, V16.2, LS2, LS4, CS2.8**). At this stage, the teacher could ask the pupils to read the title/heading of the content and ask the pupils which words they already know, and which come to mind in connection with the title by showing them a list of words and corresponding pictures to choose the ones they know (**SELS1.1, V3.4, LS1, CS2.16.2**). She/He reminds them not to ask for the meanings of new words or the words they do not know. She/He reminds them that this is only a recalling activity to check the words they know and that there will be time to work on the new words of the new theme later (**D3.2, D3.6, V12.1, CS2.10, CS2.12**).

ENG.4.4.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: To see the written forms of the target words and to do some simple reading, the teacher asks the pupils to look at the Smart Board where she/he shows a 3-D house model of “family life” (that she/he has used earlier). Next to each item, the written form of the word is provided on the model. The teacher asks the pupils to read the words first silently. The teacher then points to a word at random and asks the pupils to read it out loud as a whole class. Then she/he invites volunteers to come to the board and they point to different words and the rest of the class read them aloud as a chorus (**D2.3, SELS1, V3.4, V4.2, V20.4, LS1, LS2, LS4, CS2.12**).

ENG.4.4.R3.

MAKING MEANING THROUGH READING: The teacher then shows (a short extract from) the written version of the introductory digital story (or another text about the theme) on the blackboard/Smart Board. She/ He asks the pupils to read after her/him using the shadow reading technique as a whole class. She/He could also try different versions such as pyramid reading or radio reading techniques (reading silently for a while and then aloud, then silently, and so on) which are the combinations of silent and aloud reading using rhythms as prompts (**V3.4, V7.2**). After reading the words/word groups/clauses in the content, pupils proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1, V3.3, LS1, LS4, CS2.14**). From display to communicative open-ended, various types of questions are used to understand the meaning of the short and simple texts about “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands (now and in the past); places for services in the neighbourhood; comparisons” (**SELS3.1, SELS3.2**). During this process pupils work collaboratively to exchange information, thoughts, and feelings (**SELS2.2, V2.1, V2.2, V2.3, V2.4, V4.2, V5.1, V8.3, V16.1, V16.2, CS2.6**). This is evaluated as described in items (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.4.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer pupils express what they think and feel about them (**V20.4, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V12.2, LS1**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.4, V10.3**).

ENG.4.4.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, pupils remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions (**SELS1.1, V3.2, LS1, LS2, LS4**). As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme.

ENG.4.4.V2.

RECOGNITION OF THE TARGET VOCABULARY: To introduce the meaning of the vocabulary related to the theme “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands (now and in the past); places for services in the neighbourhood; comparisons”, the teacher asks the pupils to watch the introductory digital story again. A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help pupils to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some pictures for the vocabulary about the main components of the theme that take place in the story/text (**V2.1, V2.2, V2.3, V2.4, V3.3, V3.4, V5.1, V8.3, V16.1, V16.2**). Pupils circle or tick the ones that they have heard, seen and scanned (quickly read) in the story/text. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, CS2.4, CS2.6, CS2.7**). Then, from the beginning, whenever an item related to “family life” is mentioned, the teacher stops the video and asks a question in the form of two options by showing their pictures (**CS2.16.1, CS2.6**). By guessing what they are based on the pictures, the scene, and the sound, pupils hear the English equivalents of the words for the family life with family members’ jobs; family members’ long-lasting habits; family members’ errands (now and in the past); places for services in the neighbourhood; comparisons, and they answer as a whole class. In this way, they are introduced to the meaning of the target words (**D1.1, CS2.10**). This is done in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (3) and (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.2, V14.1, LS1, LS2, LS4**).

ENG.4.4.V3.

SELECTION AND USE OF TARGET VOCABULARY: To check whether the pupils are aware of the components of the main theme “family life”, the teacher prepares an activity using the Web 2.0 program with images/pictures of components of “family life”. She/He prepares three boxes on one side of the screen and mixed images/pictures for target vocabulary related to the “family life” on the other side. She/He asks the pupils to look at the mixed pile of images/pictures on the Smart Board screen and scan them for a while to remember them (**CS2.4**). She/He asks the pupils to drag the objects about the components of the theme into the correct box on the screen. The boxes have the words for each component represented on them with symbolic pictures. The pupils are given the cut-out pictures and a large sheet of paper with the pictures of empty boxes. The teacher asks them to work in pairs and put the cut-out pictures in the right box and ask each other several display questions (**CS2.5**). When the pupils have finished working with the cut-outs and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures as the components of the theme “family life” to the correct empty boxes on the screen (**SELS1.2, CS2.5**). In this way, images/pictures that are relevant to the concept of the theme “family life” are consolidated through categorisation. The same activity can be done with real pictures on the white/blackboard if there is a problem with technology. To practise the meanings of the target words about the school, the teacher places several pictures for them in the different parts of the classroom. She/He then puts some flashcards with the target vocabulary for “family life” on the blackboard/whiteboard. She/He takes a flashcard at random and shows it to the pupils. Pupils, working in pairs, look at the flashcard, decide which picture on the classroom walls is relevant, they go to the picture together, pin the flashcard to the noticeboard and say the word together first in pairs, and then as a whole class (**SELS2.1, SELS2.2, V3.4, V7.1, LS1, LS2, LS4, CS2.5**). To consolidate the meanings of the new vocabulary items for the concept of “family life”, the teacher could organise several activities in pairs and groups with pictures and flashcards such as Bingo, Pelmanism, King’s game, Odd One out, etc. (**SELS2.2**). These activities are closed and controlled so that pupils can practise the current (new) vocabulary about the current context in the beginning but later they work with simple and easy open-ended and communicative activities (**D2.5, SELS3.1, V4.2, V7.2, LS5**). This is evaluated as described in items (1), (2), (3), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the pupils to copy the words

in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other's spelling using the words written on the model school on the blackboard/Smart Board **(SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS1, LS4)**. This is evaluated as described in items (3) and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.4.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the pupils' attention to the target language chunks of the theme, the introductory digital story is played so that the pupils can notice the target language chunks about the theme "family life with family members' jobs; family members' long-lasting habits; family members' errands (now and in the past); places for services in the neighbourhood; comparisons" **(D3.2, CS2.2)**. While the pupils watch the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the pupils to do the same **(CS2.14)**. She/He could hold up large pictures and ask the pupils questions about the pictures with the target chunks expecting the pupils to ask and answer by using the target chunks. To check the pupils' identification of the target language chunks, the teacher shows some picture strips that she/he has prepared for this activity, using some Web 2.0 programmes, after the pupils have watched the introductory digital story and imitated the actions and said the target language chunks. She/He asks the pupils to listen to her/him saying a target language chunk and then to look at the screen and say "Stop!" when they see a scene in the picture strips with the target chunk that the teacher has just said **(SELS3.1, CS2.7)**. The teacher stops if the pupils are correct, but not if they are not **(V2.1, V2.2, V2.3, V2.4, V3.3, V4.1, V5.1, V8.3, V7.1, V16.1, V16.2, LS1, LS2, LS4)**.

ENG.4.4.G2.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate pupils' practice with the target language chunks, the teacher prepares necessary number of headings on the screen with symbols for the components of the theme "family life with family members' jobs; family members' long-lasting habits; family members' errands (now and in the past); places for services in the neighbourhood; comparisons", and writes the appropriate language chunks to be used with each of the groups. She/He also provides the vocabulary items on the Smart Board screen. The teacher wants the pupils to think for a while and talk with their peers about which target words can be used in which language chunk group **(SELS2.2, V2.1, V2.2, V2.3, V2.4, V3.1, V5.1, V8.3, V10.3, V16.1, V16.2, LS1, LS4, CS2.4)**. Then the pupils go to the board and move the words under the correct heading and say the complete sentence with the target words and the chunks. They are then asked to say a sentence with the target chunk aloud as a class. Each sentence is repeated after each pair. Their learning can be checked as described in items (5), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. The same game can be played with pictures on the blackboard if there are technological/technical problems **(D2.5)**. To organise the pupils' further practice to consolidate the target language chunks, the teacher could create some action sequences in context by repeating, saying, and acting out with different activity bundles where their learning can be checked as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(CS2.13)**. There is no analysis or teaching of grammatical structures at this stage. Pupils can automatically, spontaneously, and naturally select and use the target language chunks in the current context **(SELS3.1, V3.4, V4.2, V7.1, LS5, CS2.3, CS2.4, CS2.16.2)**. For consolidation of the target language chunks, the teacher can facilitate more fun activities and games so that the pupils can practise and consolidate them **(V4.4, V7.2)**.

ENG.4.4.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Writing activities help pupils produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "family life with family members' jobs; family members' long-lasting habits; family members' errands

(now and in the past); places for services in the neighbourhood; comparisons” as in other themes. Writing activities are arranged according to age and level so they are quite limited and are gradually expanded (**V2.1, V2.2, V2.3, V2.4, V3.2, V3.4, V5.1, V8.3, V16.1, V16.2, LS1, LS4**).

ENG.4.4.W2.

COPYING FROM THE MODEL: Initially, pupils produce very limited and short pieces of writing, such as words and word groups to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening/watching and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat, answering simple questions with a limited number of words, or simply explaining in context what they hear and see and what they are asked to do. They are provided a written model/example to copy. By copying a simple written model, they get used to seeing and using the target words, language chunks, punctuation, spelling and so on in written language (**D3.1, SELS3.1, V3.4, LS1, CS2.4, CS2.16.3**). To further practise guided and copied writing, the teacher gives all the pupils some paper/cardboard to make a model in groups (**SELS2.1, SELS2.2**) (of two, three, four etc.) and to write the names of the vocabulary items “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands (now and in the past); places for services in the neighbourhood; comparisons” next to their drawings on the model related to family life. The teacher asks them to look at the Smart Board screen with the model related to family life that she/he has made earlier so that the pupils can easily copy the target words for the items as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum (**V2.1, V2.2, V2.3, V2.4, V4.4, V5.1, V7.3, V8.3, V16.1, V16.2, LS4**).

ENG.4.4.W3.

CREATING CONTENT BASED ON THE MODEL: For practising more with the written forms of the target words, language chunks, and the social language for the theme, new contexts are created in the form of a new animated short story or a dialogue for the pupils to practise further by seeing/hearing/reading/writing (copying) the target words and language chunks about the concept of “family life” in fun, enjoyable, varied, and versatile activities. This new content is contextual, simple, practical, and appropriate to the pupils’ age and language level (**D1.2, D1.6, SELS3.2, V3.4, V4.2, V4.4, LS1, LS4, CS2.20**).

ENG.4.4.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Pupils are encouraged to produce a variety of written products such as clauses, sentences, acronyms, messages, posters, e-mails, poems, songs and so on to express their ideas, thoughts, and feelings (**D2.5, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the pupils’ age, interests, and language level (**V3.4, V7.2, LS1, LS4**).

ENG.4.4.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Pupils interact and communicate with peers and/or other people inside or outside school by using the written language including the target words, language chunks, and the social language for the theme “family life with family members’ jobs; family members’ long-lasting habits; family members’ errands (now and in the past); places for services in the neighbourhood; comparisons” from simple to more expanded versions in their writing (**SELS2.2, SELS2.3, V2.1, V2.2, V2.3, V2.4, V4.2, V5.1, V8.3, V15.1, V16.1, V16.2, LS1, LS4, LS5, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce simple digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3, V3.4, V7.2, V11.1, LS2, CS2.20**). These activities can be evaluated as described in items (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.4.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing expression process and asks them to express their thoughts, ideas, and feelings about the process in simple ways, for instance by using emoticons, symbols, drawings, charts etc. **(D1.5, SELS1.3, V4.2, LS1, CS2.15)**. Pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs **(D2.4, D3.5, V12.1, V15.1, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3, LS4)**.

ENG.4.4.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance pupils' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures, and the social language expressions of the theme about "family life with family members' jobs; family members' long-lasting habits; family members' errands (now and in the past); places for services in the neighbourhood; comparisons" **(V2.1, V2.2, V2.3, V2.4, V3.2, V4.2, V5.1, V8.3, V16.1, V16.2, LS1, LS4, LS5)**.

ENG.4.4.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, pupils recognise the language with the target language items through the models **(CS2.6)**. They practise the language in a controlled way, by telling, repeating, and imitating what they hear and see in the context **(D1.3, D3.2, SELS3, V3.4, LS1, LS4, CS2.4)**. The spoken content of the model becomes a path for them to follow.

ENG.4.4.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new and simple photo/picture strip/pantomime/video stories, dialogues, etc. as new opportunities for the pupils to talk about them for practising further through questions, explanations, inferences etc. **(D1.3, SELS3.2, V3.4, V7.1, LS1, LS4, CS2.13)**.

ENG.4.4.S4.

CONSTRUCTING SPOKEN MATERIALS: Pupils are encouraged to produce several spoken products related to the extended contexts such as simple dialogues, short texts etc. To interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "family life with family members' jobs; family members' long-lasting habits; family members' errands (now and in the past); places for services in the neighbourhood; comparisons" **(SELS2.2, SELS3.2, V2.1, V2.2, V2.3, V2.4, V4.2, V5.1, V8.3, V11.1, V16.1, V16.2, LS1, LS4, LS5, CS2.20)**. AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings for developing their oral skills **(D1.2, D1.6, D3.3, SELS3.2, SELS3.3, V3.4, V7.2, LS2, CS2.20)**.

ENG.4.4.S5.**RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING:**

Pupils communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20)**. Picture strip stories can be used at the end of each theme to provide a consolidation and revision. These new contents created are contextual, practical, authentic, real, and appropriate to the

pupils' age, interests, and language level. Storification, drama, and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme (**V3.4, V15.1, LS1**). Pupils are encouraged to produce several spoken products related to the extended contexts such as dialogues, show and tell activities, acting out activities to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "family life" and its components such as "family members' jobs; family members' long-lasting habits; family members' errands (now and in the past); places for services in the neighbourhood; comparisons" (**SELS2.2, SELS3.2, V2.1, V2.2, V2.3, V2.4, V4.2, V5.1, V7.2, V8.3, V16.1, V16.2, LS4, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.2, SELS3.3, V11.1, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG.4.4.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V4.2**). Some volunteer pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**SELS1.2, SELS2.2, V12.1, V20.4, LS1, LS4, CS2.15**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V10.3**).

TEACHER REFLECTION: She/He can keep a class journal in which she/he makes notes about what worked or didn't work in teaching the theme and pupils' learning and the potential reasons for this to find solutions. She/He can ask a colleague to observe her/his lessons and give feedback on the lessons (peer observation). She/He can also discuss the whole teaching process with her colleagues to specify the challenges faced throughout the whole current theme.

DIFFERENTIATION

Expansion

Objective: To identify family members' jobs and talk about them in English by using the target vocabulary and target chunks.

Activity 1: Jobs Match and Say

The teacher decorates the classroom walls with a large family tree showing names and jobs (e.g., "Uncle John - doctor", "Aunt Janet - teacher"). Job titles (e.g., doctor, teacher, farmer) are written on small pieces of paper and placed in a box. Each pupil draws a job from the box, finds the matching family member on the wall, and forms a sentence using the job. Pupils are not given action verbs and must think of them independently. For example:

- If a pupil draws "doctor", they say: "Uncle John is a doctor. He helps people".
- If a pupil draws "teacher", they say: "Aunt Janet is a teacher. She teaches students".

The teacher provides positive feedback to motivate them. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Supporting

Objective: To identify family members' jobs and describe them in English by using the target vocabulary and target chunks.

Activity 1: Jobs Match and Say

The teacher writes job titles (e.g., doctor, teacher, farmer) on small pieces of paper and places them in a box, then writes action verbs (e.g., help people, teach) on the board. Each pupil picks a job from the box, checks the corresponding action on the board, and forms a sentence about a family member. For example, if a pupil picks "doctor" and sees "help people" on the board, they might say: "My uncle is a doctor. He helps people". This activity encourages pupils to use both job vocabulary and action verbs in meaningful sentences. The teacher provides positive feedback to motivate them. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 5: HOMES & HOUSES & THE NEIGHBOURHOOD

Sub-themes: Life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water

This theme is centred on the concept of “homes, houses, and the neighbourhood” and covers the sub-themes of “life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 10

FIELD SKILLS AND SUPPORTIVE SKILLS

- FLFS1. Listening/Watching-Comprehension
- FLFS2. Reading-Comprehension
- FLFS3. Speaking-Expression
- FLFS4. Writing-Expression
- FLSS1. Grammar: Selection and Use
- FLSS2. Vocabulary: Selection and Use
- FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V14. Respect, V15. Love and Affection, V18. Cleanliness, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS8. Sustainability Literacy

INTERDISCIPLINARY**RELATIONS**

Turkish, Maths, Social Sciences, Visual Arts, Music, Physical Education and Games

INTERSKILLS

CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 4 is structured based on holistic approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.4.5.L1. Pupils can get ready for the listening/watching-comprehension process for the current content on “homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water”.

- a) Pupils activate their pre-existing knowledge and experiences related to the current theme and content, by recalling it in her/his own language in their minds.*
- b) Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content, by responding to simple questions with physical actions without speaking Turkish or without having a translation.*
- c) Pupils make simple predictions about the current content, by using pre-existing knowledge and experience based on the realia, pictures and context.*

ENG.4.5.L2. Pupils can bring information about the current content on “homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water” together with key details and main components while listening/watching it.

- a) Pupils make simple predictions about the current content based on the surrounding audio/visual elements scattered around the classroom in relation to the current theme.*
- b) Pupils comprehend the topic of the current content by listening (to)/watching it as a whole without having intervals.*
- c) Pupils recognise concrete/simple/basic details and components within the whole introductory content by watching and listening to it by noticing the basic components.*

ENG.4.5.L3. Pupils can make meaning of/derive meaning from the current content on “homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water” through details by listening/watching it carefully.

- a) Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept.*
- b) Pupils locate the components of the current content within the whole by listening and watching it.*
- c) Pupils make simple and basic classifications of the current content when necessary by grouping components, words, and other aspects with the help of visuals.*
- d) Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components, words, and other aspects with the help of visuals.*
- e) Pupils recognise very concrete/simple/basic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components.*
- f) Pupils internalise the current content personally in an age- and level-appropriate manner, recognising that it is about her/his present life at school.*

ENG.4.5.L4. Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water” in a very simple way.

- a) Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content in a very simple way.
- b) Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content by sharing them with others in a very simple way.

ENG.4.5.P1. Pupils can select and use the target phonological elements of the current content about “homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others.

- a) Pupils listen to/watch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.
- b) Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.
- c) Pupils recognise the target phonological elements of the current content when they are heard in different contexts.
- d) Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.
- e) Pupils use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.

ENG.4.5.R1. Pupils can get ready for the reading-comprehension process about the current content on “homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water”.

- a) Pupils activate their pre-existing knowledge and past experiences related to the current theme and content.
- b) Pupils recognise simple and basic relationships between their pre-existing knowledge, past experiences and clues to the current content.
- c) Pupils make simple preliminary predictions about the current content based on recognised relationships.

ENG.4.5.R2. Pupils can bring information about the current content on “homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it.
- b) Pupils grasp the topic of the current content generally by looking at the surrounding audio/visual materials quickly through skimming.
- c) Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning.

ENG.4.5.R3. Pupils can make meaning of/derive meaning from the current content about “homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water” by reading it carefully.

- a) Pupils check the current content in detail for the accuracy of initial predictions that are made earlier.

- b) *Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- c) *Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- d) *Pupils recognise basic horizontal/vertical relationships within the current content that contribute to the perception of it in a simple and meaningful way.*
- e) *Pupils make simple, basic, and meaningful inferences from the information in the current content by examining it.*
- f) *Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level.*

ENG.4.5.R4. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water” for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply.*

ENG.4.5.V1. Pupils can select and use the target vocabulary of the current content about “homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils hear/view target vocabulary in the current content as a whole in context.*
- b) *Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearing/watching the target material and source, together with pointing to the pictures displayed in class.*
- c) *Pupils recognise the use of the target words in the target material and source, by listening/watching it several times and seeing how and where the target words are used to describe the current concept.*
- d) *Pupils associate the contextual meanings of target words reinforced and recognised through whole class, group and individual repetition, with pre-existing conceptual meanings in mind.*
- e) *Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class, group and individual repetition.*
- f) *Pupils make use of the semantically related target vocabulary in a spontaneous, authentic and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge (in Turkish in his/her mind).*
- g) *Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends, family and other people outside the school by being aware of their differences.*

ENG.4.5.G1. Pupils can select and use the language including target grammatical elements of the current content about “homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) Pupils become familiar with the current content by listening, viewing, and reading it several times.
- b) Pupils reinforce familiarity with the target content by listening to/watching it several more times if necessary, through the recognition of actions involved in it.
- c) Pupils listen to/watch an audio/visual/written presentation of current content with target language chunks representing target language use, narrated through body language and verbal repetition.
- d) Pupils gain auditory/visual awareness by listening/watching/reading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition.
- e) Pupils repeat target language chunks many times in the current auditory/visual/written context many times, without knowing, analysing, or thinking about their rules, verbally, automatically and by pointing.
- f) Pupils repeat the auditory/visual/written content containing target language chunks many times automatically, naturally, and verbally within short, simple, and meaningful sentences without knowing, analysing, or thinking about their rules.
- g) Pupils act out physically the language chunks in the heard/viewed/seen content without knowing, analysing, or thinking about their rules.
- h) Pupils repeat the language chunks in the auditory/visual/written content automatically and act them out simultaneously and physically without knowing, analysing, or thinking about their rules.
- i) Pupils automatically select and use similar target language chunks related to the current content heard/seen/read in oral communication without knowing, analysing, or thinking about their rules.

ENG.4.5.W1. Pupils can get ready for the writing-expression process about the current content on “homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water” in an age- and level-appropriate way.

- a) Pupils activate their pre-existing knowledge and experiences used in the initial processes of listening/viewing (and/or reading) and associate it with the current content in a simple way.
- b) Pupils understand correctly what the current writing task is as guided and assigned.

ENG.4.5.W2. Pupils can copy the model/example on the writing task about the current content on “homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water” based on the model/example provided to practise for further writing activities.

- a) Pupils rewrite model/example content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills.

ENG.4.5.W3. Pupils can organise and form a content for the assigned writing task on the current content “homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water” based on the model/example provided.

- a) Pupils organise a very simple, short, and meaningful content for a prepared and/or unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type, age, and language level.

ENG.4.5.W4. Pupils can practise writing by constructing content for the assigned writing task on the current content “homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water”.

- a) Pupils use materials, structural features, discourse forms, and punctuation appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task.
- b) Pupils select and use target words, language chunks, and social language expressions appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task related to the theme.
- c) Pupils express simple messages clearly for a prepared and/or unprepared writing task related to the current theme.

ENG.4.5.W5. Pupils can reorganise and use information by reconstructing it in the new written tasks about the “homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water” to communicate with other people.

- a) Pupils use similar information from the current content in different contexts by simply, meaningfully and individually reorganising it.
- b) Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others.

ENG.4.5.W6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process very simply.
- b) Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply.

ENG.4.5.S1. Pupils can get ready for speaking-expression process about the current content on “homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water” with the help of supplementary audio-visual materials.

- a) Pupils become familiar with model/example content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listening/watching/reading and associating it with the current content.

ENG.4.5.S2. Pupils can imitate the model/example for producing verbal content about the current theme on “homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water”.

- a) Pupils become familiar with the model/sample content through repetition and imitation in context while and after listening (to)/watching it with the help of audio-visual aids.

ENG.4.5.S3. Pupils can organise simple new verbal content on “homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water” by speaking accurately, efficiently, and authentically.

- a) Pupils design simple new verbal content by imitating model/sample content for prepared and/or unprepared speaking situations based on the model/sample that was listened (to)/watched earlier.
- b) Pupils organise simple new verbal content by imitating model/sample content for prepared/unprepared speaking situations, appropriate to the model/sample, context, age, and language level.

ENG.4.5.S4. Pupils can form a simple new verbal content on “homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water” through reconstruction by speaking accurately, efficiently, and authentically.

- a) Pupils select and use accurate pronunciation, discourse forms, target words and language chunks for prepared and/or unprepared speaking situations, by imitating model/example content, appropriate to age and language level.*
- b) Pupils select simple and contextually appropriate content/information quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the model/sample, age, language level, and context (question-answer, pointing and saying, selecting and saying, etc.) within the given (thinking) time.*
- c) Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way (short monologues, dialogues, show and tell, pantomime drama, etc.).*
- d) Pupils express messages in a concrete, simple and clear way for the listener in prepared and/or unprepared speaking situations together with mimics, gestures, and body language.*

ENG.4.5.S5. Pupils can reorganise and use information about the current theme on “homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water” by reconstructing it to communicate with other people.

- a) Pupils use the presented information in different contexts in a simple, natural, accurate and necessary way by reorganising it individually and verbally.*
- b) Pupils engage in verbal communication by sharing the reconstructed meaningful information with others.*

ENG.4.5.S6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process in a very simple way.*
- b) Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way.*

CONTENT FRAME

HOMES & HOUSES & THE NEIGHBOURHOOD:

Sub-themes: Life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water

Target Vocabulary in Use (with revisional vocabulary):

Sea/marine animals: A whale, a shark, a fish, a dolphin, a sea turtle, a jellyfish, an octopus, a crab, a starfish, a jellyfish, a seal.

Habitats for marine animals: An ocean, a river, a lake, a sea, a lagoon.

Activities in the marine habitats: To swim, to splash, to dive, to jump, to hide, to play, to crawl.

Dangers for marine animals: Plastic, waste, a fishing net, pollution, hunting, climate change.

Types of houses by the water: A beach house, a lake house, a houseboat.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Language Chunks in Use:

Language Chunks: Will for the Simple Future: (What do you think) the weather will be like tomorrow? I think it will be sunny).

Function: Talking about things that will happen in the future, especially for decisions and predictions.

Language Chunks: Superlative forms of Adjectives: (Who is the best cook in your family? My sister is the best cook in our family),(What was the worst film you watched last year? It was The Haunted House. It was the worst).

Functions: Describing one person, animal, place, or thing as having the highest or lowest degree of a quality, when the adjective does not follow the regular -est pattern.

Should:

Language Chunks: (What should we do to protect sea-marine animals? We should not throw plastic in the ocean. We should keep the seas clean).

Function: Giving advice or suggestions.

(Mustn't):

Language Chunks: (You mustn't throw rubbish into the sea).

Function: Describing prohibition.

Quantifiers: Many, much, a lot of, no.

Function: Indicating the quantity or amount of countable and uncountable nouns.

Past versus present:

Language Chunks: (There were a lot of seals on the beach last Friday. There are no seals on the beach today). (There was not much clean water in the sea last year. There is some clean water in the sea this year). (There were many fish in the sea last year. There are no fish in the sea this year).

Functions: Comparing past and present conditions or situations.

Revisional Target Language Chunks in Use:

Where do you live? We live in a beach house.

What do you do in your beach house? I watch the sea and the sea animals.

Where do whales live? They live in the ocean.

What do whales eat? Whales eat small fish.

What are the dangers for whales? The dangers for whales are plastic and pollution.

Target Social Language in Use:

What a shame!

That's interesting.

Guess what?

Don't worry!

That's a good point.

Target Phonological Sounds in Use:

q, r, s, t, v

Consonants: q: /kju:/, r: /ɑ:/ (Br), /r/ (AmE.); s: (/s/, /ɛs/, /z/); t: (/ti:/, /t/); v: (/vi:/, /v/)

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The concept of "homes, houses and the neighbourhood" is present in almost all languages because it is one of the most basic parts of almost all human beings' and children's lives in different parts of the world. People who start to learn a new language bring with them their previous/pre-existing knowledge and transfer it to their new language learning. So, a primary school pupil in year 4 will know what "homes, houses and the neighbourhood" mean as a concept but will not know its equivalents in another language if it has not been covered in their existing foreign language curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn it more easily in a foreign language, English in this case.

Key Concepts:

Sea, seaside, life, life on the seaside, activities, dangers, animals, habitats, sea/marine, sea/marine animals, activities of sea/marine animals, dangers for sea/marine animals, habitats of sea/marine animals, houses, types of houses, houses by the water, types of houses by the water.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Pupils will create a brochure titled "Life by the Water and Sea/Marine Protection". They will draw or include pictures of marine animals, describe their habitats in one sentence (e.g., "Dolphins live in the sea"), and list dangers like plastic and pollution with advice (e.g., "We must keep the sea clean"). They will also draw or glue pictures of houses by the water and write about what people can see or do there (e.g., "If you live in a houseboat, you can watch fish swimming"). Finally, they will include three sentences about protecting marine life. Pupils will present their brochures to the class. The class will rate the presentations through the rating scales or checklists given by the teacher.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the pupils' knowledge of the "life on the seaside and sea/marine animals" in their own language. As the pupils are 9-year-old primary school children, they can know what "life on the seaside and sea/marine animals and their habitats mean in their own language and to be able to express them in their own language. However, they would not know them in a foreign language, in this case English, if they were not covered in their existing foreign language curriculum. This knowledge in their own language would prepare them to identify the same concepts in their foreign language, English, without speaking any Turkish. It is assumed that they have learnt how to ask what things are and how to introduce them using language chunks such as "There's/is some rubbish here. It's/is dangerous for animals. Keep the streets clean. All animals must

stay healthy. Don't throw rubbish! Animals can die. What can we do for animals? We cannot throw rubbish anywhere. You mustn't throw rubbish into the sea. There are some cats in the street today. There aren't/are not dogs in the street today" in English from the previous themes or years. These chunks can be used as a basis for learning the new language chunks in the current theme making the new chunks easier to learn. This can be an activity such as a short game, a dialogue work, an acting-out game, a physical activity, listening to a song/chant/rhyme and so on which will not require a high level of English knowledge and also there will not be a need to speak Turkish.

Pre-Evaluation Process

It is expected that pupils' physical, cognitive, affective, and social factors are appropriate and suitable for learning about "homes, houses and the neighbourhood" as a concept in English. Some previous themes from previous years would be helpful as a basis for moving on and learning the current content on the concept of "life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water". Therefore, a dialogue game can be played to revise "homes, houses and the neighbourhood, life" they learnt before. Some language chunks are also revised by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use previously learnt vocabulary and language chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics and/or checklists.)

Establishing Links

Pupils are asked to recall the current (theme) concept of "life in the city and the world" and its components such as "healthy and unhealthy food; national and international dishes; countries; holidays", by remembering their previous/pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without translating anything until they start learning the target words in the current concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept various visual materials such as a short digital cartoon, a picture, a poster can be prepared and shown (it can be a paper picture format if there are technological problems) before the main teaching/learning flow of the lesson begins. The pupils are facilitated through the materials they have learnt the concept of it in the previous years with various activities. Then they are asked in simple English what was it about. They get help from the teacher to be able remember and say. For example the teacher could show the pictures with the words next to them so that pupils can remember some vocabulary and language chunks from the previous years. The teacher asks them to wait until they see the next visual, which is the main entry material of the theme, the introductory digital story, without asking any further questions.

One of the example practices could be to point correctly to a picture of the current concept in it when they are given instructions by the teacher in simple English. Pupils give responses by pointing out relevant so-called pictures without speaking any Turkish but only in very simple English or with mimics and gestures.

In this way, connections are made between pre-existing knowledge about the current theme (in their minds) in their own language and the present information about the concept through meaningful contextualised activities with visuals within the theme.

Learning-Teaching Practices

WARM UP TO THE WHOLE THEME FOR WELL-BEING

Before starting to work on the theme, to prepare the pupils emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the pupils feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as playing a short game, doing a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, saying a tongue twister, etc. that has no relation or connection to the current theme and does not require any knowledge of English. This is done only for fun and relaxation. **(D2.5, SELS2.1, V12.1, LS2, LS4).**

INTEGRATION OF LANGUAGE SKILLS IN THE THEME:

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around a central topic and sub-themes, allowing pupils to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where pupils engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.4.5.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: After having an activity about the current theme during the background recall session, pupils can have a vision of “homes and houses and the neighbourhood” in their minds, so a further concept check would help them prepare for the current theme **(D3.2, SELS1.1, V3.2, LS1, CS2.11, CS2.16.2)**. For instance, the teacher could bring into the classroom and show a card model of a school and sets of pictures about the components of it. The teacher then asks the pupils to point to the pictures in or on the model. She/He asks what they think the topic of the main context of the theme, the introductory digital story, that they are going to watch is about **(V3.3, LS2, LS4, CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme. It is both an entry material and the main context to the whole theme at the same time. (A 3-D model of homes and houses and the neighbourhood can also be created using Web 2.0 programmes.) They can guess the sub-concepts of homes and houses and the neighbourhood, so they can easily understand that the current theme will be “homes and houses and the neighbourhood” **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.4, LS1, LS2, LS4, CS2.10, CS2.17)**.

ENG.4.5.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: To have access to the current theme, the teacher asks the pupils to watch the introductory digital story carefully recalling the pictures shown earlier **(CS2.11)**. The introductory digital story is watched to identify the target theme “homes and houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water” as a whole, without stopping the video at any point, so that the pupils can understand the theme/topic holistically **(D3.2, SELS1.1, V3.3, V5.2, V9.2, V9.3, V14.1, V18.2, V18.3, LS1, LS2, LS4, CS2.14, CS2.16.2)**.

ENG.4.5.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw the pupils’ attention to the content about homes and houses and the neighbourhood and its relevant components, some pictures are brought into the classroom by the teacher. The teacher brings a necessary number of large boxes for the pictures (some symbols are stuck on the boxes for homes and houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water) and puts the boxes on the table. She/He puts the corresponding picture into the related box when the corresponding vocabulary is mentioned in the introductory digital story without stopping the video while the pupils watch the story **(V3.3, V5.2, V9.2, V9.3, V14.1, V18.2, V18.3, LS1)**. When they have watched the whole story, the teacher shows the items in the boxes on the table and asks some simple display questions about it. In this way, the teacher could carry out a monologue and also engage in a dialogue with the whole class to check that they have recognised the theme as a whole through its

components, which can be used to check their learning as described in item (8) in the section 1.2. Principles for the Implementation of the English Curriculum **(D1.2, D1.6, SELS2.1, V4.2, V6.1, LS2, LS4, CS2.8)**). After watching the introductory digital story, the teacher takes all the pictures out of the boxes and puts them back on the table again and says the word “homes and houses and the neighbourhood” several times aloud, and the pupils repeat after her/him. In this way, the main vocabulary of the theme “homes and houses and the neighbourhood” is introduced to the pupils in English. To remember the sequence of the scenes with the parts, places, and people in the “homes and houses and the neighbourhood” in the introductory digital story, the teacher shows the mixed images/pictures of the scenes on the Smart Board and asks the pupils to look at the images/ pictures of these scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs with the mixed paper pictures she has already given to the pupils **(SELS2.2, V3.4, V4.2, LS1, LS2)**. When the pairs have finished sorting the pictures for scenes of the story, the teacher asks the pupils to take turns or volunteer to order the scenes on the screen of the Smart Board (or the pictures on the blackboard **(SELS1.2, V4.1, V14.1, V20.4, LS4, CS2.6, CS2.10)**). This will help the teacher organise the story as a whole so that the pupils can identify the main theme and the components of the theme through their memories **(D1.2, D1.6, D2.3, CS2.12)**.

ENG.4.5.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V7.2)**. Some volunteer pupils express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, V20.4, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG.4.5.P1.

RECOGNITION OF TARGET PRONUNCIATION: To recognise the pronunciation of the new target words, language chunks, and social language expressions about the theme “homes and houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water”, the teacher puts on the table the pictures and boxes that she/he has previously used. She/He holds up each picture and asks the pupils to repeat each word aloud a few times as a whole class after listening to the recordings she/he has prepared beforehand using some Web 2.0 programmes. She/He puts the picture in the correct box about the group corresponding to the word while repeating the words with the whole class **(V3.4, V5.2, V9.2, V9.3, V14.1, V18.2, V18.3, LS1, LS4, CS2.16.3)**. The teacher could offer variations with some techniques, such as showing the picture of the target words about homes and houses and the neighbourhood to the pupils to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both. To help the pupils pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers, using the shadow technique, in which pupils immediately repeat whatever the teacher is saying or the story, without pausing **(D1.3, SELS1.2, SELS2.1, V3.4, V7.1, LS2, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be extended with different forms of TPR activities, e.g. first the teacher says the target words for the homes and houses and the neighbourhood and its components, the pupils listen; then the teacher says the target words and acts them out, the pupils repeat after her/him **(SELS2.1, CS2.6)**. Then the teacher and the pupils say the target words and act them out together at the same time. Then the pupils say the words, and the teacher acts them out **(V3.4, V4.2, V15.1, LS4)**. These “homes and houses and the neighbourhood”-related actions can be done through the actions which can be done in the school, but they are only used for acting without teaching them as verbs in English. For instance, they can pretend to do things according to the topic. As a variation, they can also repeat the words after the teacher happily, sadly, angrily etc. using different tones of voice through

TPR techniques (**SELS2.3, V11.1, V12.2, LS5, CS2.9**). Then some groups of pupils say the words, some groups of pupils act them out. While doing the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom. Some action sequences are also created through which the pupils can practise the social language expressions of the theme in a fun way by repeating, pointing, and miming in several games. Several fun pronunciation games could be played where pupils whisper a target word into the ears of their peers forming a chain and the last person says it aloud and the class checks if the word is pronounced correctly or not (**D2.5, SELS2.1, SELS2.2, V4.3, V4.4, V6.2, LS6, CS2.12**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.5.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading activities throughout the theme when and where necessary with precise techniques and the necessary amount. Reading is quite limited for this age group and it is done in two ways in the theme, by using a short extract from the written version of the introductory digital story and/or additional short reading texts in reading sections of the teaching materials to be used. The texts are very short, precise, and simple, as they are limited reading texts. Various reading styles including reading aloud, chorus reading, silent reading, and speed reading are used as main styles. Basic reading techniques such as skimming, scanning, and reading for detail are used in very simplified ways. Pre-reading, while-reading and post-reading phases are used in a simplified and age-appropriate way in the theme. The ultimate aim of reading practice is to increase comprehension, improve fluency, develop pre-critical thinking skills, support the ability to comprehend and help talk/write about the content in a meaningful and communicative way. In this way pupils' language and communicative competence improve gradually (**V3.2, LS1, LS4, CS2.3, CS2.6, CS3.3**). For the initial stage of reading, the teacher asks the pupils to look at quickly the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme on "homes and houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water" (**V3.3, V5.2, V9.2, V9.3, V14.1, V18.2, V18.3, LS2, LS4, CS2.8**). At this stage, the teacher could ask the pupils to read the title/heading of the content and ask the pupils which words they already know, and which come to mind in connection with the title by showing them a list of words and corresponding pictures to choose the ones they know (**SELS1.1, V3.4, LS1, CS2.16.2**). She/He reminds them not to ask for the meanings of new words or the words they do not know. She/He reminds them that this is only a recalling activity to check the words they know and that there will be time to work on the new words of the new theme later (**D3.2, D3.6, V12.1, CS2.10, CS2.12**).

ENG.4.5.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: To see the written forms of the target words and to do some simple reading, the teacher asks the pupils to look at the Smart Board where she/he shows a 3-D house model of "homes and houses and the neighbourhood" (that she/he has used earlier). Next to each item, the written form of the word is provided on the model. The teacher asks the pupils to read the words first silently. The teacher then points to a word at random and asks the pupils to read it out loud as a whole class. Then she/he invites volunteers to come to the board and they point to different words and the rest of the class read them aloud as a chorus (**D2.3, SELS1, V3.4, V4.2, V20.4, LS1, LS2, LS4, CS2.12**).

ENG.4.5.R3.

MAKING MEANING THROUGH READING: The teacher then shows (a short extract from) the written version of the introductory digital story (or another text about the theme) on the blackboard/Smart Board. She/He asks the pupils to read after her/him using the shadow reading technique as a whole class. She/He could also try different versions such as pyramid reading or radio reading techniques (reading silently for a while and

then aloud, then silently, and so on) which are the combinations of silent and aloud reading using rhythms as prompts (**V3.4, V7.2**). After reading the words/word groups/clauses in the content, pupils proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1, V3.3, LS1, LS4, CS2.14**). From display to communicative open-ended, various types of questions are used to understand the meaning of the short and simple texts about "homes and houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water" (**SELS3.1, SELS3.2**). During this process pupils work collaboratively to exchange information, thoughts, and feelings (**SELS2.2, V4.2, V5.2, V9.2, V9.3, V14.1, V18.2, V18.3, CS2.6**). This is evaluated as described in items (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.5.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY:

The teacher asks pupils to think about the reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer pupils express what they think and feel about them (**V20.4, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V12.2, LS1**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.4, V10.3**).

ENG.4.5.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, pupils remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions (**SELS1.1, V3.2, LS1, LS2, LS4**). As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme.

ENG.4.5.V2.

RECOGNITION OF THE TARGET VOCABULARY: To introduce the meaning of the vocabulary related to the theme "homes and houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water", the teacher asks the pupils to watch the introductory digital story again. A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help pupils to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some pictures for the vocabulary about the main components of the theme that take place in the story/text (**V3.3, V3.4, V5.2, V9.2, V9.3, V14.1, V18.2, V18.3**). Pupils circle or tick the ones that they have heard, seen and scanned (quickly read) in the story/text. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, CS2.4, CS2.6, CS2.7**). Then, from the beginning, whenever an item related to "homes and houses and the neighbourhood" is mentioned, the teacher stops the video and asks a question in the form of two options by showing their pictures (**CS2.16.1, CS2.6**). By guessing what they are based on the pictures, the scene, and the sound, pupils hear the English equivalents of the words for the homes and houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water, and they answer as a whole class. In this way, they are introduced to the meaning of the target words (**D1.1, CS2.10**). This is done in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (3) and (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.2, V5.2, V9.2, V9.3, V14.1, V18.2, V18.3, LS1, LS2, LS4**).

ENG.4.5.V3.

SELECTION AND USE OF TARGET VOCABULARY: To check whether the pupils are aware of the components of the main theme “homes and houses and the neighbourhood”, the teacher prepares an activity using the Web 2.0 program with images/pictures of components of “homes and houses and the neighbourhood”. She/He prepares three boxes on one side of the screen and mixed images/ pictures for target vocabulary related to the “homes and houses and the neighbourhood” on the other side. She/He asks the pupils to look at the mixed pile of images/pictures on the Smart Board screen and scan them for a while to remember them **(CS2.4)**. She/He asks the pupils to drag the objects about the components of the theme into the correct box on the screen. The boxes have the words for each component represented on them with symbolic pictures. The pupils are given the cut-out pictures and a large sheet of paper with the pictures of empty boxes. The teacher asks them to work in pairs and put the cut-out pictures in the right box and ask each other several display questions **(CS2.5)**. When the pupils have finished working with the cut-outs and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures as the components of the theme “homes and houses and the neighbourhood” to the correct empty boxes on the screen **(SELS1.2, CS2.5)**. In this way, images/pictures that are relevant to the concept of the theme “homes and houses and the neighbourhood” are consolidated through categorisation. The same activity can be done with real pictures on the white/blackboard if there is a problem with technology. To practise the meanings of the target words about the school, the teacher places several pictures for them in the different parts of the classroom. She/He then puts some flashcards with the target vocabulary for “homes and houses and the neighbourhood” on the blackboard/whiteboard. She/He takes a flashcard at random and shows it to the pupils. Pupils, working in pairs, look at the flashcard, decide which picture on the classroom walls is relevant, they go to the picture together, pin the flashcard to the noticeboard and say the word together first in pairs, and then as a whole class **(SELS2.1, SELS2.2, V3.4, V7.1, LS1, LS2, LS4, CS2.5)**. To consolidate the meanings of the new vocabulary items for the concept of “homes and houses and the neighbourhood”, the teacher could organise several activities in pairs and groups with pictures and flashcards such as Bingo, Pelmanism, King’s game, Odd One out, etc. **(SELS2.2)**. These activities are closed and controlled so that pupils can practise the current (new) vocabulary about the current context in the beginning but later they work with simple and easy open-ended and communicative activities **(D2.5, SELS3.1, V4.2, V7.2, LS5)**. This is evaluated as described in items (1), (2), (3), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the pupils to copy the words in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling using the words written on the model school on the blackboard/ Smart Board **(SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS1, LS4)**. This is evaluated as described in items (3) and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.5.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the pupils’ attention to the target language chunks of the theme, the introductory digital story is played so that the pupils can notice the target language chunks about the theme “homes and houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water” **(D3.2, CS2.2)**. While the pupils watch the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the pupils to do the same **(CS2.14)**. She/He could hold up large pictures and ask the pupils questions about the pictures with the target chunks expecting the pupils to ask and answer by using the target chunks. To check the pupils’ identification of the target language chunks, the teacher shows some picture strips that she/he has prepared for this activity, using some Web 2.0 programmes, after the pupils have watched the introductory digital story and imitated the actions and said the target language chunks. She/He asks the pupils to listen to her/him saying a target language chunk and then to look at the screen and say “Stop!” when they see a scene in the picture strips with the target chunk that the teacher has just said **(SELS3.1, CS2.7)**. The teacher stops if the pupils are correct, but not if they are not **(V3.3, V4.1, V5.2, V9.2, V9.3, V14.1, V18.2, V18.3, V7.1, LS1, LS2, LS4)**.

ENG.4.5.G2.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate pupils' practice with the target language chunks, the teacher prepares necessary number of headings on the screen with symbols for the components of the theme "homes and houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water", and writes the appropriate language chunks to be used with each of the groups. She/He also provides the vocabulary items on the Smart Board screen. The teacher wants the pupils to think for a while and talk with their peers about which target words can be used in which language chunk group (**SELS2.2, V3.1, V10.3, LS1, LS4, CS2.4**). Then the pupils go to the board and move the words under the correct heading and say the complete sentence with the target words and the chunks. They are then asked to say a sentence with the target chunk aloud as a class. Each sentence is repeated after each pair. Their learning can be checked as described in items (5), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. The same game can be played with pictures on the blackboard if there are technological/technical problems (**D2.5**). To organise the pupils' further practice to consolidate the target language chunks, the teacher could create some action sequences in context by repeating, saying, and acting out with different activity bundles where their learning can be checked as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum (**CS2.13**). There is no analysis or teaching of grammatical structures at this stage. Pupils can automatically, spontaneously, and naturally select and use the target language chunks in the current context (**SELS3.1, V3.4, V4.2, V7.1, LS5, CS2.3, CS2.4, CS2.16.2**). For consolidation of the target language chunks, the teacher can facilitate more fun activities and games so that the pupils can practise and consolidate them (**V4.4, V7.2**).

ENG.4.5.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Writing activities help pupils produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about "homes and houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water" as in other themes. Writing activities are arranged according to age and level so they are quite limited and are gradually expanded (**V3.2, V3.4, V5.2, V9.2, V9.3, V14.1, V18.2, V18.3, LS1, LS4**).

ENG.4.5.W2.

COPYING FROM THE MODEL: Initially, pupils produce very limited and short pieces of writing, such as words and word groups to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening/watching and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat, answering simple questions with a limited number of words, or simply explaining in context what they hear and see and what they are asked to do. They are provided a written model/example to copy. By copying a simple written model, they get used to seeing and using the target words, language chunks, punctuation, spelling and so on in written language (**D3.1, SELS3.1, V3.4, LS1, CS2.4, CS2.16.3**). To further practise guided and copied writing, the teacher gives all the pupils some paper/cardboard to make a model in groups (**SELS2.1, SELS2.2**) (of two, three, four etc.) and to write the names of the vocabulary items "homes and houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water" next to their drawings on the model related to homes and houses and the neighbourhood. The teacher asks them to look at the Smart Board screen with the model related to homes and houses and the neighbourhood that she/he has made earlier so that the pupils can easily copy the target words for the items as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.4, V5.2, V7.3, V9.2, V9.3, V14.1, V18.2, V18.3, LS4**).

ENG.4.5.W3.

CREATING CONTENT BASED ON THE MODEL: For practising more with the written forms of the target words, language chunks, and the social language for the theme, new contexts are created in the form of a new animated short story or a dialogue for the pupils to practise further by seeing/hearing/reading/writing (copying) the target words and language chunks about the concept of “homes and houses and the neighbourhood” in fun, enjoyable, varied, and versatile activities. This new content is contextual, simple, practical, and appropriate to the pupils’ age and language level (**D1.2, D1.6, SELS3.2, V3.4, V4.2, V4.4, LS1, LS4, CS2.20**).

ENG.4.5.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Pupils are encouraged to produce a variety of written products such as clauses, sentences, acronyms, messages, posters, e-mails, poems, songs and so on to express their ideas, thoughts, and feelings (**D2.5, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the pupils’ age, interests, and language level (**V3.4, V7.2, LS1, LS4**).

ENG.4.5.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Pupils interact and communicate with peers and/or other people inside or outside school by using the written language including the target words, language chunks, and the social language for the theme “homes and houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water” from simple to more expanded versions in their writing (**SELS2.2, SELS2.3, V4.2, V5.2, V9.2, V9.3, V14.1, V15.1, V18.2, V18.3, LS1, LS4, LS5, CS2.20**). AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce simple digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3, V3.4, V7.2, V11.1, LS2, CS2.20**). These activities can be evaluated as described in items (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.5.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing expression process and asks them to express their thoughts, ideas, and feelings about the process in simple ways, for instance by using emoticons, symbols, drawings, charts etc. (**D1.5, SELS1.3, V4.2, LS1, CS2.15**). Pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs (**D2.4, D3.5, V12.1, V15.1, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V10.3, LS4**).

ENG.4.5.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance pupils’ learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures, and the social language expressions of the theme about “homes and houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water” (**V3.2, V4.2, V5.2, V9.2, V9.3, V14.1, V18.2, V18.3, LS1, LS4, LS5**).

ENG.4.5.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, pupils recognise the language with the target language items through the models **(CS2.6)**. They practise the language in a controlled way, by telling, repeating, and imitating what they hear and see in the context **(D1.3, D3.2, SELS3, V3.4, LS1, LS4, CS2.4)**. The spoken content of the model becomes a path for them to follow.

ENG.4.5.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new and simple photo/picture strip/pantomime/video stories, dialogues, etc. as new opportunities for the pupils to talk about them for practising further through questions, explanations, inferences etc. **(D1.3, SELS3.2, V3.4, V7.1, LS1, LS4, CS2.13)**.

ENG.4.5.S4.

CONSTRUCTING SPOKEN MATERIALS: Pupils are encouraged to produce several spoken products related to the extended contexts such as simple dialogues, short texts etc. To interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "homes and houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water" **(SELS2.2, SELS3.2, V4.2, V5.2, V9.2, V9.3, V11.1, V14.1, V18.2, V18.3, LS1, LS4, LS5, CS2.20)**. AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings for developing their oral skills **(D1.2, D1.6, D3.3, SELS3.2, SELS3.3, V3.4, V7.2, LS2, CS2.20)**.

ENG.4.5.S5.**RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING:**

Pupils communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20)**. Picture strip stories can be used at the end of each theme to provide a consolidation and revision. These new contents created are contextual, practical, authentic, real, and appropriate to the pupils' age, interests, and language level. Storification, drama, and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme **(V3.4, V15.1, LS1)**. Pupils are encouraged to produce several spoken products related to the extended contexts such as dialogues, show and tell activities, acting out activities to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "homes and houses and the neighbourhood" and its components such as "life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water" **(SELS2.2, SELS3.2, V4.2, V5.2, V7.2, V9.2, V9.3, V14.1, V18.2, V18.3, LS4, CS3.1, CS2.20)**. AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.2, SELS3.3, V11.1, LS2, CS2.20)**. These are evaluated as described in items (7), (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG.4.5.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V4.2**). Some volunteer pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**SELS1.2, SELS2.2, V12.1, V20.4, LS1, LS4, CS2.15**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V10.3**).

TEACHER REFLECTION: She/He can keep a class journal in which she/he makes notes about what worked or didn't work in teaching the theme and pupils' learning and the potential reasons for this to find solutions. She/He can ask a colleague to observe her/his lessons and give feedback on the lessons (peer observation). She/He can also discuss the whole teaching process with her colleagues to specify the challenges faced throughout the whole current theme.

DIFFERENTIATION**Expansion**

Objective: To identify and talk about life on the seaside; sea/marine animals and their habitats in English by using the target vocabulary and target chunks.

Activity 1: Marine Map

Pupils work in groups to complete a colourful map of the ocean and its habitats. Each group takes turns drawing a question from a box, such as "I have eight arms and can hide in small spaces. Who am I?" (Answer: OctopAmE.). Once they identify the correct sea animal, they select its picture from a pile of cards and stick it onto the corresponding habitat on the map, such as "Dolphin Lagoon" or "Jellyfish Cove". The group that completes the map the fastest and most accurately wins the game. They then repeat the words as a whole class. The teacher provides positive feedback to motivate them. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Supporting

Objective: To identify life on the seaside; sea/marine animals in English by using the target vocabulary.

Activity 1: Sea Animal Bingo

Pupils play "Sea Animal Bingo" by receiving bingo cards with pictures of sea animals such as jellyfish, crab, and dolphin. The teacher calls out the names of the animals, and pupils mark the matching pictures on their cards. The first pupil to complete their card shouts "Bingo!" and wins a small prize. They then repeat the words as a whole class. The teacher provides positive feedback to motivate them. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 6: LIFE IN THE CITY & THE WORLD

Sub-themes: Healthy and unhealthy food; national and international dishes; countries; holidays

This theme is centred on the concept of “life in the city and the world” and covers the sub-themes of “healthy and unhealthy food; national and international dishes; countries; holidays”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS

10

FIELD SKILLS AND SUPPORTIVE SKILLS

FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Gramming: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

DISPOSITIONS

D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V15. Love and Affection, V17. Thriftiness, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Sciences, Visual Arts, Music, Physical Education and Games

INTERSKILLS CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 4 is structured based on holistic approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.4.6.L1. Pupils can get ready for the listening/watching-comprehension process for the current content on “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays”.

- a) *Pupils activate their pre-existing knowledge and experiences related to the current theme and content, by recalling it in her/his own language in their minds.*
- b) *Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content, by responding to simple questions with physical actions without speaking Turkish or without having a translation.*
- c) *Pupils make simple predictions about the current content, by using pre-existing knowledge and experience based on the realia, pictures and context.*

ENG.4.6.L2. Pupils can bring information about the current content on “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” together with key details and main components while listening/watching it.

- a) *Pupils make simple predictions about the current content based on the surrounding audio/visual elements scattered around the classroom in relation to the current theme.*
- b) *Pupils comprehend the topic of the current content by listening (to)/watching it as a whole without having intervals.*
- c) *Pupils recognise concrete/simple/basic details and components within the whole introductory content by watching and listening to it by noticing the basic components.*

ENG.4.6.L3. Pupils can make meaning of/derive meaning from the current content on “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” through details by listening/watching it carefully.

- a) *Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept.*
- b) *Pupils locate the components of the current content within the whole by listening and watching it.*
- c) *Pupils make simple and basic classifications of the current content when necessary by grouping components, words, and other aspects with the help of visuals.*
- d) *Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components, words, and other aspects with the help of visuals.*
- e) *Pupils recognise very concrete/simple/basic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components.*
- f) *Pupils internalise the current content personally in an age- and level-appropriate manner, recognising that it is about her/his present life at school.*

ENG.4.6.L4. Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” in a very simple way.

- a) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content in a very simple way.*
- b) *Pupils convey their personal knowledge, experiences, thoughts, and feelings in relation to the listening/watching-comprehension process about the current content by sharing them with others in a very simple way.*

ENG.4.6.P1. Pupils can select and use the target phonological elements of the current content about “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others.

- a) *Pupils listen to/watch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Pupils recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Pupils use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG.4.6.R1. Pupils can get ready for the reading-comprehension process about the current content on “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays”.

- a) *Pupils activate their pre-existing knowledge and past experiences related to the current theme and content.*
- b) *Pupils recognise simple and basic relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Pupils make simple preliminary predictions about the current content based on recognised relationships.*

ENG.4.6.R2. Pupils can bring information about the current content on “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it.*
- b) *Pupils grasp the topic of the current content generally by looking at the surrounding audio/visual materials quickly through skimming.*
- c) *Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning.*

ENG.4.6.R3. Pupils can make meaning of/derive meaning from the current content about “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” by reading it carefully.

- a) *Pupils check the current content in detail for the accuracy of initial predictions that are made earlier.*
- b) *Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- c) *Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way.*
- d) *Pupils recognise basic horizontal/vertical relationships within the current content that contribute to the perception of it in a simple and meaningful way.*
- e) *Pupils make simple, basic, and meaningful inferences from the information in the current content by examining it.*

- f) *Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level.*

ENG.4.6.R4. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply.*

ENG.4.6.V1. Pupils can select and use the target vocabulary of the current content about “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils hear/view target vocabulary in the current content as a whole in context.*
- b) *Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearing/watching the target material and source, together with pointing to the pictures displayed in class.*
- c) *Pupils recognise the use of the target words in the target material and source, by listening/watching it several times and seeing how and where the target words are used to describe the current concept.*
- d) *Pupils associate the contextual meanings of target words reinforced and recognised through whole class, group and individual repetition, with pre-existing conceptual meanings in mind.*
- e) *Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class, group and individual repetition.*
- f) *Pupils make use of the semantically related target vocabulary in a spontaneous, authentic and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge (in Turkish in his/her mind).*
- g) *Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends, family and other people outside the school by being aware of their differences.*

ENG.4.6.G1. Pupils can select and use the language including target grammatical elements of the current content about “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Pupils become familiar with the current content by listening, viewing, and reading it several times.*
- b) *Pupils reinforce familiarity with the target content by listening to/watching it several more times if necessary, through the recognition of actions involved in it.*
- c) *Pupils listen to/watch an audio/visual/written presentation of current content with target language chunks representing target language use, narrated through body language and verbal repetition.*
- d) *Pupils gain auditory/visual awareness by listening/watching/reading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition.*

- e) *Pupils repeat target language chunks many times in the current auditory/visual/written context many times, without knowing, analysing, or thinking about their rules, verbally, automatically and by pointing.*
- f) *Pupils repeat the auditory/visual/written content containing target language chunks many times automatically, naturally, and verbally within short, simple, and meaningful sentences without knowing, analysing, or thinking about their rules.*
- g) *Pupils act out physically the language chunks in the heard/viewed/seen content without knowing, analysing, or thinking about their rules.*
- h) *Pupils repeat the language chunks in the auditory/visual/written content automatically and act them out simultaneously and physically without knowing, analysing, or thinking about their rules.*
- i) *Pupils automatically select and use similar target language chunks related to the current content heard/seen/read in oral communication without knowing, analysing, or thinking about their rules.*

ENG.4.6.W1. Pupils can get ready for the writing-expression process about the current content on “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” in an age- and level-appropriate way.

- a) *Pupils activate their pre-existing knowledge and experiences used in the initial processes of listening/viewing (and/or reading) and associate it with the current content in a simple way.*
- b) *Pupils understand correctly what the current writing task is as guided and assigned.*

ENG.4.6.W2. Pupils can copy the model/example on the writing task about the current content on “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” based on the model/example provided to practise for further writing activities.

- a) *Pupils rewrite model/example content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills.*

ENG.4.6.W3. Pupils can organise and form a content for the assigned writing task on the current content “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” based on the model/example provided.

- a) *Pupils organise a very simple, short, and meaningful content for a prepared and/or unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type, age, and language level.*

ENG.4.6.W4. Pupils can practise writing by constructing content for the assigned writing task on the current content “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays”.

- a) *Pupils use materials, structural features, discourse forms, and punctuation appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task.*
- b) *Pupils select and use target words, language chunks, and social language expressions appropriate to the assigned writing type, age, and language level for a prepared and/or unprepared writing task related to the theme.*
- c) *Pupils express simple messages clearly for a prepared and/or unprepared writing task related to the current theme.*

ENG.4.6.W5. Pupils can reorganise and use information by reconstructing it in the new written tasks about the “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” to communicate with other people.

- a) *Pupils use similar information from the current content in different contexts by simply, meaningfully and individually reorganising it.*

- b) *Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others.*

ENG.4.6.W6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) *Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process very simply.*
- b) *Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply.*

ENG.4.6.S1. Pupils can get ready for speaking-expression process about the current content on “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” with the help of supplementary audio-visual materials.

- a) *Pupils become familiar with model/example content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listening/watching/reading and associating it with the current content.*

ENG.4.6.S2. Pupils can imitate the model/example for producing verbal content about the current theme on “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays”.

- a) *Pupils become familiar with the model/sample content through repetition and imitation in context while and after listening (to)/watching it with the help of audio-visual aids.*

ENG.4.6.S3. Pupils can organise simple new verbal content on “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” by speaking accurately, efficiently, and authentically.

- a) *Pupils design simple new verbal content by imitating model/sample content for prepared and/or unprepared speaking situations based on the model/sample that was listened (to)/watched earlier.*
- b) *Pupils organise simple new verbal content by imitating model/sample content for prepared/unprepared speaking situations, appropriate to the model/sample, context, age, and language level.*

ENG.4.6.S4. Pupils can form a simple new verbal content on “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” through reconstruction by speaking accurately, efficiently, and authentically.

- a) *Pupils select and use accurate pronunciation, discourse forms, target words and language chunks for prepared and/or unprepared speaking situations, by imitating model/example content, appropriate to age and language level.*
- b) *Pupils select simple and contextually appropriate content/information quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the model/sample, age, language level, and context (question-answer, pointing and saying, selecting and saying, etc.) within the given (thinking) time.*
- c) *Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way (short monologues, dialogues, show and tell, pantomime drama, etc.).*
- d) *Pupils express messages in a concrete, simple and clear way for the listener in prepared and/or unprepared speaking situations together with mimics, gestures, and body language.*

ENG.4.6.S5. Pupils can reorganise and use information about the current theme on “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” by reconstructing it to communicate with other people.

- a) Pupils use the presented information in different contexts in a simple, natural, accurate and necessary way by reorganising it individually and verbally.*
- b) Pupils engage in verbal communication by sharing the reconstructed meaningful information with others.*

ENG.4.6.S6. Pupils can convey their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” very simply for reflection in relation to themselves or others, both individually and/or with others.

- a) Pupils convey individually the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process in a very simple way.*
- b) Pupils convey the knowledge, experiences, thoughts, and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way.*

CONTENT FRAME

LIFE IN THE CITY AND THE WORLD:

Sub-themes: Healthy and unhealthy food; national and international dishes; countries; holidays

Target Vocabulary in Use (with revisional vocabulary):

Healthy food items: Green salad, fish, meat, eggs, soup, milk, fruit (an apple, an orange, a banana, a strawberry, grapes, a cherry, a pear, a plum, a lemon), yogurt, nuts, vegetables (lettuce, cucumber, spinach, broccoli, peas, cauliflower) chicken, turkey, brown rice.

Unhealthy food items: Chips (fries-AmE.), sweets (candies- AmE.), biscuits (cookies- AmE.), a soda, an ice-cream, a cake, a chocolate, noodles, a burger, a sausage, a pizza, lemonade, pasta.

Dishes: Fish and chips, kebab, moussaka, pizza, tacos, a burger, falafel.

Quantifiers:

Few: not many, (negative, countable)

A few: some (positive, countable)

Little: not much (negative, uncountable)

A little: some (positive, uncountable)

Countries:

Türkiye, Italy, England, Spain, Greece, Germany, the United States of America, Mexico, Algeria, Turkish Republic of Northern Cyprus, Azerbaijan.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Language Chunks in Use:

Be Going to Future" Tense: (+)(-)(?):

Language Chunks: (Where are you going to go on holiday next week? We're/are going to go to Italy next week).

(What are you going to eat in Italy on holiday? We're/are going to eat pizza in Italy on holiday.

Functions: Expressing future plans, intentions, or decisions made prior to speaking.

Countable and uncountable nouns with little, few, a little, a few, no:

Language Chunks: (We are going to make a salad with some lettuce and cucumbers.

We are going to put a few cucumbers in it).

Functions: Describing quantities of countable and uncountable nouns, often to emphasize scarcity or sufficiency.

Background Language in Use:

Superlative forms of adjectives:

Language Chunks:

What is the most delicious food for you in Italy?

Pasta is the most delicious food for me in Italy.

Where can you eat the most delicious pizza?

We can eat the most delicious pizza in Italy.

Functions: Comparing multiple items or choices to highlight the highest degree or quality.

Target Social Language in Use:

It tastes good.

Amazing!

I'm starving.

After you!

Never mind!

Thanks for everything.

That's enough.

Target Phonological Sounds in Use:

Vowel: u

Consonants: w, x, y, z

Vowel: u: (/ju:/, /ʌ/, /ju:/)

Consonants: w: (/w/); x: (/eks/, /ks/, /gz/); y: (/waɪ/, /j/, /ɪ/, /i:/); z: /zed/ (Br), /zi:/ (AmE.), /z/)

*No pronunciation symbols will be included in any material written for the pupils, (only) the sounds will be practised through pronunciation activities in the theme.

Generalisations/Principles/Key Concepts**Generalisations**

The concept of "life in the city and the world" is present in almost all languages because it is one of the important parts of some human beings' lives in different parts of the world. People who start to learn a new language bring with them their previous/pre-existing knowledge and transfer it to their new language learning. So, a primary school pupil in year 4 will know what "life in the city and the world" means as a concept but will not know its equivalents in another language if it has not been covered in their existing foreign language curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn it more easily in a foreign language, English in this case.

Key Concepts:

Food, dishes, healthy, unhealthy, healthy food, unhealthy food, national dishes, international dishes, countries, nationalities, holidays.

INDICATORS FOR LEARNING (Assessment and Evaluation)**EVALUATION FOR THE SKILLS AND THE CONTENT:**

PERFORMANCE ASSIGNMENT: Pupils will act as travel agents for "Taste the World Tours" for creating a brochure for a food-focused trip to countries like Türkiye or Italy. The brochure will describe famous dishes using superlatives, such as "Kebab is from Türkiye. The most delicious kebab is in Türkiye.. Pizza is from Italy. The most delicious pizza is in Italy" and includes healthy and unhealthy food options with quantifiers like "a few sweets". Pupils will also outline future plans using "be going to" such as "You are going to try moussaka in Türkiye" and mention holidays with traditional foods. They will present their brochures in a sales suggestion to their classmates. The class will rate the presentations through the rating scales or checklists given by the teacher.

LEARNING-TEACHING EXPERIENCES**Basic Acceptations: Preparedness/ Readiness**

This theme is based on the pupils' knowledge of the "healthy and unhealthy food; national and international dishes; countries; holidays" in their own language. As the pupils are 9-year-old primary school children, they can know what "healthy and unhealthy food; national and international dishes; countries; holidays" mean in their own language and to be able to express them in their own language. However, they would not know them in a foreign language, in this case English, if they were not covered in their existing English curriculum. This knowledge in their own language would prepare them to identify the same concepts in their foreign language, English, without speaking any Turkish. It is assumed that they have learnt how to ask what things are and how to introduce them using language chunks such as "Where are you going on holiday next week?"

We're/are going to Italy next week. What is your favourite food in Italy? Pasta is my favourite food for me in Italy. We are making a salad with some lettuce and cucumber" in English from the previous themes or years. These chunks can be used as a basis for learning the new language chunks in the current theme making the new chunks easier to learn. This can be an activity such as a short game, a physical activity, listening to a song/chant/rhyme and so on which will not require a high level of English knowledge and also there will not be a need to speak Turkish.

Pre-Evaluation Process

It is expected that pupils' physical, cognitive, affective, and social factors are appropriate and suitable for learning about "life in the city and the world" as a concept in English. Some previous themes from previous years would be helpful as a basis for moving on and learning the current content on the concept of "healthy and unhealthy food; national and international dishes; countries; holidays". Therefore, a dialogue game can be played to revise "life in the city and the world," they learnt before. Some language chunks are also revised by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use previously learnt vocabulary and language chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics and/or checklists.)

Establishing Links

Pupils are asked to recall the current (theme) concept of "life in the city and the world" and its components such as "healthy and unhealthy food; national and international dishes; countries; holidays", by remembering their previous/pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without translating anything until they start learning the target words in the current concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept various visual materials such as a short digital cartoon, a picture, a poster can be prepared and shown (it can be a paper picture format if there are technological problems) before the main teaching/learning flow of the lesson begins. The pupils are facilitated through the materials they have learnt the concept of it in the previous years with various activities. Then they are asked in simple English what was it about. They get help from the teacher to be able remember and say. For example the teacher could show the pictures with the words next to them so that pupils can remember some vocabulary and language chunks from the previous years. The teacher asks them to wait until they see the next visual, which is the main entry material of the theme, the introductory digital story, without asking any further questions.

One of the example practices could be to point correctly to a picture of the current concept in it when they are given instructions by the teacher in simple English. Pupils give responses by pointing out relevant so-called pictures without speaking any Turkish but only in very simple English or with mimics and gestures.

In this way, connections are made between pre-existing knowledge about the current theme (in their minds) in their own language and the present information about the concept through meaningful contextualised activities with visuals within the theme.

Learning-Teaching Practices

WARM UP TO THE WHOLE THEME FOR WELL-BEING

Before starting to work on the theme, to prepare the pupils emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the pupils feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as playing a short game, doing a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, saying a tongue twister, etc. that has no relation or connection to the current theme and does not require any knowledge of English. This is done only for fun and relaxation. **(D2.5, SELS2.1, V12.1, LS2, LS4).**

INTEGRATION OF LANGUAGE SKILLS IN THE THEME:

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around a central topic and sub-themes, allowing pupils to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where pupils engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG.4.6.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: After having an activity about the current theme during the background recall session, pupils can have a vision of "life in the city and the world" in their minds, so a further concept check would help them prepare for the current theme (**D3.2, SELS1.1, V3.2, LS1, CS2.11, CS2.16.2**). For instance, the teacher could bring into the classroom and show a card model of a school and sets of pictures about the components of it. The teacher then asks the pupils to point to the pictures in or on the model. She/He asks what they think the topic of the main context of the theme, the introductory digital story, that they are going to watch is about (**V3.3, LS2, LS4, CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme. It is both an entry material and the main context to the whole theme at the same time. (A 3-D model of life in the city and the world can also be created using Web 2.0 programmes.) They can guess the sub-concepts of life in the city and the world, so they can easily understand that the current theme will be "life in the city and the world" (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.4, LS1, LS2, LS4, CS2.10, CS2.17**).

ENG.4.6.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: To have access to the current theme, the teacher asks the pupils to watch the introductory digital story carefully recalling the pictures shown earlier (**CS2.11**). The introductory digital story is watched to identify the target theme "life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays" as a whole, without stopping the video at any point, so that the pupils can understand the theme/topic holistically (**D3.2, SELS1.1, V3.3, V4.5, V5.1, V13.1, V14.3, V17.2, LS1, LS2, LS4, LS5, CS2.14, CS2.16.2**).

ENG.4.6.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw the pupils' attention to the content about life in the city and the world and its relevant components, some pictures are brought into the classroom by the teacher. The teacher brings a necessary number of large boxes for the pictures (some symbols are stuck on the boxes for life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays) and puts the boxes on the table. She/He puts the corresponding picture into the related box when the corresponding vocabulary is mentioned in the introductory digital story without stopping the video while the pupils watch the story (**V3.3, V4.5, V5.1, V13.1, V14.3, V17.2, LS1, LS5**). When they have watched the whole story, the teacher shows the items in the boxes on the table and asks some simple display questions about it. In this way, the teacher could carry out a monologue and also engage in a dialogue with the whole class to check that they have recognised the theme as a whole through its components, which can be used to check their learning as described in item (8) in the section

1.2. Principles for the Implementation of the English Curriculum (**D1.2, D1.6, SELS2.1, V4.2, V6.1, LS2, LS4, CS2.8**). After watching the introductory digital story, the teacher takes all the pictures out of the boxes and puts them back on the table again and says the word “life in the city and the world” several times aloud, and the pupils repeat after her/him. In this way, the main vocabulary of the theme “life in the city and the world” is introduced to the pupils in English. To remember the sequence of the scenes with the parts, places, and people in the “life in the city and the world” in the introductory digital story, the teacher shows the mixed images/pictures of the scenes on the Smart Board and asks the pupils to look at the images/ pictures of these scenes for a while (**CS2.3**). She/He then asks them to order the scenes in pairs with the mixed paper pictures she has already given to the pupils (**SELS2.2, V3.4, V4.2, LS1, LS2**). When the pairs have finished sorting the pictures for scenes of the story, the teacher asks the pupils to take turns or volunteer to order the scenes on the screen of the Smart Board (or the pictures on the blackboard (**SELS1.2, V4.1, V14.1, V20.4, LS4, CS2.6, CS2.10**). This will help the teacher organise the story as a whole so that the pupils can identify the main theme and the components of the theme through their memories (**D1.2, D1.6, D2.3, CS2.12**).

ENG.4.6.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V7.2**). Some volunteer pupils express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, V20.4, LS5, LS6**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V10.3**).

ENG.4.6.P1.

RECOGNITION OF TARGET PRONUNCIATION: To recognise the pronunciation of the new target words, language chunks, and social language expressions about the theme “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays”, the teacher puts on the table the pictures and boxes that she/he has previously used. She/He holds up each picture and asks the pupils to repeat each word aloud a few times as a whole class after listening to the recordings she/he has prepared beforehand using some Web 2.0 programmes. She/He puts the picture in the correct box about the group corresponding to the word while repeating the words with the whole class (**V3.4, V4.5, V5.1, V13.1, V14.3, V17.2, LS1, LS4, LS5, CS2.16.3**). The teacher could offer variations with some techniques, such as showing the picture of the target words about life in the city and the world to the pupils to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both. To help the pupils pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers, using the shadow technique, in which pupils immediately repeat whatever the teacher is saying or the story, without pausing (**D1.3, SELS1.2, SELS2.1, V3.4, V7.1, LS2, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be extended with different forms of TPR activities, e.g. first the teacher says the target words for the life in the city and the world and its components, the pupils listen; then the teacher says the target words and acts them out, the pupils repeat after her/him (**SELS2.1, CS2.6**). Then the teacher and the pupils say the target words and act them out together at the same time. Then the pupils say the words, and the teacher acts them out (**V3.4, V4.2, V15.1, LS4**). These “life in the city and the world”-related actions can be done through the actions which can be done in the school, but they are only used for acting without teaching them as verbs in English. For instance, they can pretend to do things according to the topic. As a variation, they can also repeat the words after the teacher happily, sadly, angrily etc. using different tones of voice through TPR techniques (**SELS2.3, V11.1, V12.2, LS5, CS2.9**). Then some groups of pupils say the words, some groups of pupils act them out. While doing the repetitions, they point to relevant pictures that the teacher has placed in different places

in the classroom. Some action sequences are also created through which the pupils can practise the social language expressions of the theme in a fun way by repeating, pointing, and miming in several games. Several fun pronunciation games could be played where pupils whisper a target word into the ears of their peers forming a chain and the last person says it aloud and the class checks if the word is pronounced correctly or not (**D2.5, SELS2.1, SELS2.2, V4.3, V4.4, V6.2, LS6, CS2.12**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.6.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading activities throughout the theme when and where necessary with precise techniques and the necessary amount. Reading is quite limited for this age group and it is done in two ways in the theme, by using a short extract from the written version of the introductory digital story and/or additional short reading texts in reading sections of the teaching materials to be used. The texts are very short, precise, and simple, as they are limited reading texts. Various reading styles including reading aloud, chorus reading, silent reading, and speed reading are used as main styles. Basic reading techniques such as skimming, scanning, and reading for detail are used in very simplified ways. Pre-reading, while-reading and post-reading phases are used in a simplified and age-appropriate way in the theme. The ultimate aim of reading practice is to increase comprehension, improve fluency, develop pre-critical thinking skills, support the ability to comprehend and help talk/write about the content in a meaningful and communicative way. In this way pupils' language and communicative competence improve gradually (**V3.2, LS1, LS4, CS2.3, CS2.6, CS3.3**). For the initial stage of reading, the teacher asks the pupils to look at quickly the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme on "life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays" (**V3.3, V4.5, V5.1, V13.1, V14.3, V17.2, LS2, LS4, LS5, CS2.8**). At this stage, the teacher could ask the pupils to read the title/heading of the content and ask the pupils which words they already know, and which come to mind in connection with the title by showing them a list of words and corresponding pictures to choose the ones they know (**SELS1.1, V3.4, LS1, CS2.16.2**). She/He reminds them not to ask for the meanings of new words or the words they do not know. She/He reminds them that this is only a recalling activity to check the words they know and that there will be time to work on the new words of the new theme later (**D3.2, D3.6, V12.1, CS2.10, CS2.12**).

ENG.4.6.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: To see the written forms of the target words and to do some simple reading, the teacher asks the pupils to look at the Smart Board where she/he shows a 3-D house model of "life in the city and the world" (that she/he has used earlier). Next to each item, the written form of the word is provided on the model. The teacher asks the pupils to read the words first silently. The teacher then points to a word at random and asks the pupils to read it out loud as a whole class. Then she/he invites volunteers to come to the board and they point to different words and the rest of the class read them aloud as a chorus (**D2.3, SELS1, V3.4, V4.2, V20.4, LS1, LS2, LS4, CS2.12**).

ENG.4.6.R3.

MAKING MEANING THROUGH READING: The teacher then shows (a short extract from) the written version of the introductory digital story (or another text about the theme) on the blackboard/Smart Board. She/ He asks the pupils to read after her/him using the shadow reading technique as a whole class. She/He could also try different versions such as pyramid reading or radio reading techniques (reading silently for a while and then aloud, then silently, and so on) which are the combinations of silent and aloud reading using rhythms as prompts (**V3.4, V7.2**). After reading the words/word groups/clauses in the content, pupils proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively

with the help of the teacher. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones (**SELS2.1, V3.3, LS1, LS4, CS2.14**). From display to communicative open-ended, various types of questions are used to understand the meaning of the short and simple texts about “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” (**V4.5, V5.1, V13.1, V14.3, V17.2, LS5, SELS3.1, SELS3.2**). During this process pupils work collaboratively to exchange information, thoughts, and feelings (**SELS2.2, V4.2, CS2.6**). This is evaluated as described in items (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.6.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY:

The teacher asks pupils to think about the reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3**). Some volunteer pupils express what they think and feel about them (**V20.4, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V12.2, LS1**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.4, V10.3**).

ENG.4.6.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, pupils remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions (**SELS1.1, V3.2, LS1, LS2, LS4**). As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme.

ENG.4.6.V2.

RECOGNITION OF THE TARGET VOCABULARY: To introduce the meaning of the vocabulary related to the theme “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays”, the teacher asks the pupils to watch the introductory digital story again. A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help pupils to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some pictures for the vocabulary about the main components of the theme that take place in the story/text (**V3.3, V3.4, V4.5, V5.1, V13.1, V14.3, V17.2, LS5**). Pupils circle or tick the ones that they have heard, seen and scanned (quickly read) in the story/text. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, CS2.4, CS2.6, CS2.7**). Then, from the beginning, whenever an item related to “life in the city and the world” is mentioned, the teacher stops the video and asks a question in the form of two options by showing their pictures (**CS2.16.1, CS2.6**). By guessing what they are based on the pictures, the scene, and the sound, pupils hear the English equivalents of the words for the life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays, and they answer as a whole class. In this way, they are introduced to the meaning of the target words (**D1.1, V4.5, V5.1, V13.1, V14.3, V17.2, LS5, CS2.10**). This is done in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**)(3) and (8) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.2, V14.1, LS1, LS2, LS4**).

ENG.4.6.V3.

SELECTION AND USE OF TARGET VOCABULARY: To check whether the pupils are aware of the components of the main theme “life in the city and the world”, the teacher prepares an activity using the Web 2.0 program with images/pictures of components of “life in the city and the world”. She/He prepares three boxes on one

side of the screen and mixed images/ pictures for target vocabulary related to the “life in the city and the world” on the other side. She/He asks the pupils to look at the mixed pile of images/pictures on the Smart Board screen and scan them for a while to remember them **(CS2.4)**. She/He asks the pupils to drag the objects about the components of the theme into the correct box on the screen. The boxes have the words for each component represented on them with symbolic pictures. The pupils are given the cut-out pictures and a large sheet of paper with the pictures of empty boxes. The teacher asks them to work in pairs and put the cut-out pictures in the right box and ask each other several display questions **(CS2.5)**. When the pupils have finished working with the cut-outs and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures as the components of the theme “life in the city and the world” to the correct empty boxes on the screen **(SELS1.2, CS2.5)**. In this way, images/pictures that are relevant to the concept of the theme “life in the city and the world” are consolidated through categorisation. The same activity can be done with real pictures on the white/blackboard if there is a problem with technology. To practise the meanings of the target words about the school, the teacher places several pictures for them in the different parts of the classroom. She/He then puts some flashcards with the target vocabulary for “life in the city and the world” on the blackboard/ whiteboard. She/He takes a flashcard at random and shows it to the pupils. Pupils, working in pairs, look at the flashcard, decide which picture on the classroom walls is relevant, they go to the picture together, pin the flashcard to the noticeboard and say the word together first in pairs, and then as a whole class **(SELS2.1, SELS2.2, V3.4, V7.1, LS1, LS2, LS4, CS2.5)**. To consolidate the meanings of the new vocabulary items for the concept of “life in the city and the world”, the teacher could organise several activities in pairs and groups with pictures and flashcards such as Bingo, Pelmanism, King’s game, Odd One out, etc. **(SELS2.2)**. These activities are closed and controlled so that pupils can practise the current (new) vocabulary about the current context in the beginning but later they work with simple and easy open-ended and communicative activities **(D2.5, SELS3.1, V4.2, V7.2, LS5)**. This is evaluated as described in items (1), (2), (3), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the pupils to copy the words in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling using the words written on the model school on the blackboard/ Smart Board **(SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS1, LS4)**. This is evaluated as described in items (3) and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.6.G1.

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the pupils’ attention to the target language chunks of the theme, the introductory digital story is played so that the pupils can notice the target language chunks about the theme “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” **(D3.2, V4.5, V5.1, V13.1, V14.3, V17.2, LS5, CS2.2)**. While the pupils watch the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the pupils to do the same **(CS2.14)**. She/He could hold up large pictures and ask the pupils questions about the pictures with the target chunks expecting the pupils to ask and answer by using the target chunks. To check the pupils’ identification of the target language chunks, the teacher shows some picture strips that she/he has prepared for this activity, using some Web 2.0 programmes, after the pupils have watched the introductory digital story and imitated the actions and said the target language chunks. She/He asks the pupils to listen to her/him saying a target language chunk and then to look at the screen and say “Stop!” when they see a scene in the picture strips with the target chunk that the teacher has just said **(SELS3.1, CS2.7)**. The teacher stops if the pupils are correct, but not if they are not **(V3.3, V4.1, V7.1, LS1, LS2, LS4)**.

ENG.4.6.G2.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate pupils’ practice with the target language chunks, the teacher prepares necessary number of headings on the screen with symbols for the components of the theme “life in the city and the world with healthy and unhealthy food; national and international dishes;

countries; holidays”, and writes the appropriate language chunks to be used with each of the groups. She/He also provides the vocabulary items on the Smart Board screen. The teacher wants the pupils to think for a while and talk with their peers about which target words can be used in which language chunk group **(SELS2.2, V3.1, V4.5, V5.1, V10.3, V13.1, V14.3, V17.2, LS1, LS4, LS5, CS2.4)**. Then the pupils go to the board and move the words under the correct heading and say the complete sentence with the target words and the chunks. They are then asked to say a sentence with the target chunk aloud as a class. Each sentence is repeated after each pair. Their learning can be checked as described in items (5), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. The same game can be played with pictures on the blackboard if there are technological/technical problems **(D2.5)**. To organise the pupils’ further practice to consolidate the target language chunks, the teacher could create some action sequences in context by repeating, saying, and acting out with different activity bundles where their learning can be checked as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(CS2.13)**. There is no analysis or teaching of grammatical structures at this stage. Pupils can automatically, spontaneously, and naturally select and use the target language chunks in the current context **(SELS3.1, V3.4, V4.2, V7.1, LS5, CS2.3, CS2.4, CS2.16.2)**. For consolidation of the target language chunks, the teacher can facilitate more fun activities and games so that the pupils can practise and consolidate them **(V4.4, V7.2)**.

ENG.4.6.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Writing activities help pupils produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme which is about “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” as in other themes. Writing activities are arranged according to age and level so they are quite limited and are gradually expanded **(V3.2, V3.4, V4.5, V5.1, V13.1, V14.3, V17.2, LS1, LS4, LS5)**.

ENG.4.6.W2.

COPYING FROM THE MODEL: Initially, pupils produce very limited and short pieces of writing, such as words and word groups to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening/watching and reading activities in the theme. They practise the language in a more controlled way in the beginning, by writing to repeat, answering simple questions with a limited number of words, or simply explaining in context what they hear and see and what they are asked to do. They are provided a written model/example to copy. By copying a simple written model, they get used to seeing and using the target words, language chunks, punctuation, spelling and so on in written language **(D3.1, SELS3.1, V3.4, LS1, CS2.4, CS2.16.3)**. To further practise guided and copied writing, the teacher gives all the pupils some paper/cardboard to make a model in groups **(SELS2.1, SELS2.2)** (of two, three, four etc.) and to write the names of the vocabulary items “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” next to their drawings on the model related to life in the city and the world. The teacher asks them to look at the Smart Board screen with the model related to life in the city and the world that she/he has made earlier so that the pupils can easily copy the target words for the items as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum **(V4.4, V7.3, V4.5, V5.1, V13.1, V14.3, V17.2, LS4, LS5)**.

ENG.4.6.W3.

CREATING CONTENT BASED ON THE MODEL: For practising more with the written forms of the target words, language chunks, and the social language for the theme, new contexts are created in the form of a new animated short story or a dialogue for the pupils to practise further by seeing/hearing/reading/writing (copying) the target words and language chunks about the concept of “life in the city and the world” in fun,

enjoyable, varied, and versatile activities. This new content is contextual, simple, practical, and appropriate to the pupils' age and language level **(D1.2, D1.6, SELS3.2, V3.4, V4.2, V4.4, LS1, LS4, CS2.20)**.

ENG.4.6.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Pupils are encouraged to produce a variety of written products such as clauses, sentences, acronyms, messages, posters, e-mails, poems, songs and so on to express their ideas, thoughts, and feelings **(D2.5, SELS3.2, CS2.13)**. All the content is expected to be contextual, practical, authentic, real, and appropriate to the pupils' age, interests, and language level **(V3.4, V7.2, LS1, LS4)**.

ENG.4.6.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Pupils interact and communicate with peers and/or other people inside or outside school by using the written language including the target words, language chunks, and the social language for the theme "life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays" from simple to more expanded versions in their writing **(SELS2.2, SELS2.3, V4.2, V4.5, V5.1, V13.1, V14.3, V15.1, V17.2, LS1, LS4, LS5, CS2.20)**. AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce simple digital materials and projects at school and at home in a variety of ways **(D3.3, SELS3.2, SELS3, V3.4, V7.2, V11.1, LS2, CS2.20)**. These activities can be evaluated as described in items (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG.4.6.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing expression process and asks them to express their thoughts, ideas, and feelings about the process in simple ways, for instance by using emoticons, symbols, drawings, charts etc. **(D1.5, SELS1.3, V4.2, LS1, CS2.15)**. Pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs **(D2.4, D3.5, V12.1, V15.1, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3, LS4)**.

ENG.4.6.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance pupils' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures, and the social language expressions of the theme about "life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays" **(V3.2, V4.2, V4.5, V5.1, V13.1, V14.3, V17.2, LS1, LS4, LS5)**.

ENG.4.6.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, pupils recognise the language with the target language items through the models **(CS2.6)**. They practise the language in a controlled way, by telling, repeating, and imitating what they hear and see in the context **(D1.3, D3.2, SELS3, V3.4, LS1, LS4, CS2.4)**. The spoken content of the model becomes a path for them to follow.

ENG.4.6.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new and simple photo/picture strip/pantomime/video stories, dialogues, etc. as new opportunities for the pupils to talk about them for practising further through questions, explanations, inferences etc. **(D1.3, SELS3.2, V3.4, V7.1, LS1, LS4, CS2.13).**

ENG.4.6.S4.

CONSTRUCTING SPOKEN MATERIALS: Pupils are encouraged to produce several spoken products related to the extended contexts such as simple dialogues, short texts etc. To interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays” **(SELS2.2, SELS3.2, V4.2, V4.5, V5.1, V11.1, V13.1, V14.3, V17.2, LS1, LS4, LS5, CS2.20).** AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings for developing their oral skills **(D1.2, D1.6, D3.3, SELS3.2, SELS3.3, V3.4, V7.2, LS2, CS2.20).**

ENG.4.6.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Pupils communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20).** Picture strip stories can be used at the end of each theme to provide a consolidation and revision. These new contents created are contextual, practical, authentic, real, and appropriate to the pupils’ age, interests, and language level. Storification, drama, and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme **(V3.4, V15.1, LS1).** Pupils are encouraged to produce several spoken products related to the extended contexts such as dialogues, show and tell activities, acting out activities to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme “life in the city and the world” and its components such as “healthy and unhealthy food; national and international dishes; countries; holidays” **(SELS2.2, SELS3.2, V4.2, V4.5, V5.1, V7.2, V13.1, V14.3, V17.2, LS4, LS5, CS3.1, CS2.20).** AI-based technologies can be used for various activities, giving pupils access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.2, SELS3.3, V11.1, LS2, CS2.20).** These are evaluated as described in items (7), (8), (9), (10), (11), and (12) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG.4.6.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks pupils to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V4.2).** Some volunteer pupils express what they think and feel about them. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(SELS1.2, SELS2.2, V12.1, V20.4, LS1, LS4, CS2.15).** The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V4.3, V10.3).**

TEACHER REFLECTION: She/He can keep a class journal in which she/he makes notes about what worked or didn't work in teaching the theme and pupils' learning and the potential reasons for this to find solutions. She/He can ask a colleague to observe her/his lessons and give feedback on the lessons (peer observation). She/He can also discuss the whole teaching process with her colleagues to specify the challenges faced throughout the whole current theme.

DIFFERENTIATION

Expansion

Objective: To identify and talk about national and international dishes and holidays in English by using the target vocabulary and target chunks.

Activity 1: Plan a Holiday Meal Activity

Pupils choose a country, such as Türkiye, Italy, or Greece, and describe the foods they plan to eat using the target language chunks. They answer questions such as, "Where are you going on holiday?", "What food are you going to eat there?" and "What is the most delicious food in that country?". For example, a pupil might say, "I am going to go to Türkiye. I am going to eat kebab and a little rice. Kebab is the most delicious food in Türkiye". This activity encourages pupils to practice target vocabulary and language chunks while discussing preferences and plans. The teacher provides positive feedback to motivate them. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

Supporting

Objective: To identify national and international dishes in English by using the target vocabulary and target chunks.

Activity 1: World Food Map Activity

Pupils work with a blank world map and pictures of dishes such as kebab, tacos, pizza, falafel, and fish and chips. They match each dish to its corresponding country and create sentences to describe their findings. For example, they say, "Pizza is from Italy", "Kebab is from Türkiye". This activity helps pupils connect dishes with their countries of origin while practicing vocabulary and sentence structure. The teacher provides positive feedback to motivate them. Pupils reflect on their thoughts and feelings about the activity by using emoticons.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



YEAR 5 (LEVEL: A2.1)

THEME 1: SCHOOL LIFE

Sub-themes: People, places and rules at school; school clubs; countries; national days and celebrations

This theme is centred on the concept of “school life” and covers the sub-themes of “school life with people, places and rules at school; school clubs; countries; national days and celebrations”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 10

FIELD SKILLS AND SUPPORTIVE SKILLS	FLFS1. Listening/Watching-Comprehension
	FLFS2. Reading-Comprehension
	FLFS3. Speaking-Expression
	FLFS4. Writing-Expression
	FLSS1. Gramming: Selection and Use
	FLSS2. Vocabulary: Selection and Use
	FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS –

DISPOSITIONS	D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional

Learning Skills	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values	V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V12. Patience, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence

Literacy Skills	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.5.1.L1. Students can get ready for the listening/watching-comprehension process for the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “school life” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.5.1.L2. Students can bring information about the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations” together through significant details and main components while listening/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.5.1.L3. Students can make meaning of/derive meaning from the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations” through significant details by listening/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.5.1.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations”.

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*

- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.5.1.P1. Students can select and use the target phonological elements of the current content about “school life with people, places and rules at school; school clubs; countries; national days and celebrations” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

- a) *Listening to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Students recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG.5.1.R1. Students can get ready for the reading-comprehension process about the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.5.1.R2. Students can bring information about the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.5.1.R3. Students can make meaning of / derive meaning from the current content about “school life with people, places and rules at school; school clubs; countries; national days and celebrations” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*

- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.5.1.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “school life with people, places and rules at school; school clubs; countries; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.1.V1. Students can select and use the target vocabulary of the current content about “school life with people, places and rules at school; school clubs; countries; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Repeating aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.5.1.G1. Students can select and use the target grammatical elements of the current content about “school life with people, places and rules at school; school clubs; countries; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Being familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*

- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.5.1.W1. Students can get ready for the writing-expression process about the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.5.1.W2. Students can understand the model/example for the writing task about the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.5.1.W3. Students can organise a content for the assigned writing task on the current content “school life with people, places and rules at school; school clubs; countries; national days and celebrations” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.5.1.W4. Students can individually construct/form content for the assigned writing task on the current content “school life with people, places and rules at school; school clubs; countries; national days and celebrations”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*

- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.5.1.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “school life with people, places and rules at school; school clubs; countries; national days and celebrations” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.5.1.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “school life with people, places and rules at school; school clubs; countries; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.1.S1. Students can get ready for speaking-expression process about the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.5.1.S2. Students can use the model/example for producing verbal content about the current content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.5.1.S3. Students can organise a new verbal content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*

- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.5.1.S4. Students can construct a new verbal content on “school life with people, places and rules at school; school clubs; countries; national days and celebrations” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.5.1.S5. Students can reorganise (reconstruct) and use information about the “school life with people, places and rules at school; school clubs; countries; national days and celebrations” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.5.1.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “school life with people, places and rules at school; school clubs; countries; national days and celebrations” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

SCHOOL LIFE:

Sub-Themes: People, places and rules at school; school clubs; countries; national days and celebrations

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for people, places and rules at school: Nouns: A department, a gate, a noise, a uniform, a lab, a sports field, a secretary, a coach, an assistant, (no) shouting, a conference hall, a canteen, a library, a notice board, an administration department. Verbs: To fight.

Vocabulary for school clubs: Nouns: A drama club, a maths club, a technology club, an environment club, an art club, a music club, a sports club, a chess club, a science club, a film club, a ballet club, a folk dance club. Verbs: To organise, to solve, to arrange.

Vocabulary for countries: Türkiye, the United States of America (USA), the United Kingdom (UK) (England, Scotland, Northern Ireland, Wales), Canada, Australia, France, Italy, Spain, Argentina, Brazil, China, Japan, Mexico, Russia, South Korea, Azerbaijan, Uzbekistan, Turkmenistan, Turkish Republic of Northern Cyprus, Kazakhstan, Kyrgyzstan.

Target Grammatical Structures in Use:

- The Simple Present Tense (do you like + ing): (Do you like reading books in your free time?).
- Modals "Mustn't & Can't" (prohibition): (You mustn't run in the classroom).
- “To be Present”: (I am a student at this school).
- Wh- questions (who, what): (What is your favourite subject in/at school?)
- A, an, the: (The Eiffel Tower is in France).
- Imperatives: (Please sit down and relax).
- Personal pronouns: I, you, he, she, we, you, they (He loves playing video games).

Functions of the Target Grammatical Structures in Use:

- Use of the Simple Present Tense (do you like + ing): Asking preferences about activities.
- Use of Modals "Mustn't & Can't" (prohibition): Expressing obligations or rules.
- Use of "To Be Present": Expressing a state, a condition, an identity or a location.
- Use of "a, an, the": Referring to a specific or non-specific noun.
- Use of Personal Pronouns: Indicating who is involved in the action, possession, or other relationships in a sentence.
- Use of Imperatives: Giving commands.
- Use of "Wh- questions (who, what)": Asking about people, things, actions, time and ideas.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Social Language in Use:

Let's get started!

Line up, nice and straight!

Follow the rules and play safe!

Target Phonological Sounds in Use:

-Intonation of positive statements

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme "school life" and its components such as "people, places and rules at school; school clubs; countries; national days and celebrations" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what "school life" and its components such as "people, places and rules at school; school clubs; countries; national days and celebrations" means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

people, places, rules; people, places, and rules at school; school clubs; countries; national days, celebrations.

INDICATORS FOR LEARNING (Assessment and Evaluation)**EVALUATION FOR THE SKILLS AND THE CONTENT:**

PERFORMANCE ASSIGNMENT: Students will create a colourful poster about a fictional international school, including people, places, rules, school clubs, and countries. They will describe important school staff such as the headmaster/headmistress or teachers, highlight places such as the library or sports field, and list three key rules such as "Be on time" or "No running in the corridor". The poster will also include information about two school clubs with simple descriptions of their activities. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES**Basic Acceptations: Preparedness/ Readiness**

This theme is based on the students' knowledge of "school life" and its components such as "people, places and rules at school; school clubs; countries; national days and celebrations". As they are lower secondary school students in year 5 (five), they can know what "school life" and its components such as "people, places and rules at school; school clubs; countries; national days and celebrations" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English. As they are students in year 5 of lower secondary school, they can know some basic vocabulary about "school life" and also some necessary structures in English from the previous themes and/or years such as "a school, a teacher, a classroom etc." and "This is a school. This is my teacher etc." These grammatical items and vocabulary are revised during the "Revision Programme" at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, and social factors are appropriate and suitable for learning about the "school life" and its components such as "people, places and rules at school; school clubs; countries; national days and celebrations". Recalling and practising with relevant vocabulary and

grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “school life”. Their knowledge of the “days of the week and holidays” will help them learn and practise important national holidays such as “the Republic Day of Türkiye”. Therefore, a dialogue game can be played to revise all vocabulary and language chunks from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of “school life” and its components such as “people, places and rules at school; school clubs; countries; national days and celebrations” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what was it about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “school life” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote/a very short story, watching a pantomime/cartoon story, etc. that has no relation or connection to the current theme and does not require any knowledge of English **(D2.5, SELS2.1, V12.1, LS2, LS4)**.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around “school life” and sub-themes “school life with people, places and rules at school; school clubs; countries; national days and celebrations”, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG5.1.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of ‘school life’ during the background recall session, students can have a vision of the current theme as a general concept in the current (new) theme **(D3.2, SELS1.1, V3.2, V4.5, V14.3, V19.1, V19.2, LS1, LS4, LS5, LS6, CS2.11, CS2.16.2)**. So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme **(CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme **(CS2.14)**. It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about **(CS2.8)**. As they have already seen a scene from a film about the theme and the pictures, realia, etc. they can easily answer what the current theme will be about and that their guesses were true **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, V16.3, LS2, LS4, CS2.10, CS2.17)**.

ENG5.1.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about the theme shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the theme ‘school life’ in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V3.3, V3.4, V4.5, V14.3, V16.3, V19.1, V19.2, LS2, LS4, LS5, LS6, CS2.14, CS2.16.2)**.

ENG5.1.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content, some realia brought into the classroom by the teacher could be used **(V4.5, V14.3, V16.3, V19.1, V19.2, LS5, LS6)**. The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme ‘school life’ is mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme ‘school life’ and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG5.1.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening–watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG5.1.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about the theme ‘school life’ and the words and/or word groups for the sub-themes “school life with people, places and rules at school; school clubs; countries; national days and celebrations” the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V3.3, V4.5, V14.3, V16.3, V19.1, V19.2, LS4, LS5, LS6, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the sub-themes “school life with people, places and rules at school; school clubs; countries; national days and celebrations”, the students listen **(CS2.9)**; then the teacher says the target words/word groups and acts them out, the students repeat after her/him **(SELS2.1, CS2.14)**. Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for the sub-themes **(D2.3, D2.5, V3.3, V4.5, V14.3, V16.3, V19.1, V19.2, LS5, LS6)**. As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice **(SELS2.3, CS2.8, CS2.11)**. They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom **(CS2.12)**. Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games **(SELS2.1, V7.2, LS5, LS6, LS9)**. The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically **(CS3.1)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills **(SELS2.2)**. The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them **(CS2.13)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. **(D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4)**.

ENG5.1.R1

PREPARATION FOR THE READING–COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the

theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used **(V3.2, LS2, LS4)**. Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme **(V3.4, LS1, CS2.3, CS2.6)**. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way **(V3.3, V7.2, LS5, CS3.3)**. For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG5.1.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG5.1.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text **(SELS2.2)**. One peer reads the first half of the text and the second peer reads the other half of the text in a given time **(CS2.6)**. They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style **(D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9)**. Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher **(CS2.14)**. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones **(SELS2.1)**. From display to communicative open-ended, various types of questions are used to understand the meaning of the text **(SELS3.1, SELS3.2, CS2.6)**. During this process students work collaboratively to exchange information, thoughts, and feelings **(D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8)**.

ENG5.1.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(D 2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6)**.

ENG5.1.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, students remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/ watching, and pre-reading sessions **(SELS1.1)**. As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme **(V3.2, LS1)**.

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items **(D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7)**. Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about the theme **(V16.3, CS2.8)**. They underline the words whose meaning they do not know while reading silently **(CS2.17)**. Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words **(D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7)**.

To introduce and practise the meanings of the target vocabulary related to the theme, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know **(V4.5, V14.3, V19.1, V19.2, LS5, LS6, CS2.16.1, CS2.6)**. By guessing what they are, the students hear the English equivalents of the words for the theme and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words **(D1.2, D1.6, D3.7, CS2.10)**. This is conducted in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)** (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. **(V3.3, V3.4, V16.3, LS1, LS2, LS4)**. After having watched the introductory digital story, the teacher shows some pictures for the sub-themes, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him **(D2.3, V4.5, V14.3, V19.1, V19.2, LS5, LS6, CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures, and symbolic images for some categories about the components of the theme "school life ". She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V4.5, V14.3, V16.3, V19.1, V19.2, LS5, LS6, CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme **(D3.2, D3.8, SELS2.2, V4.5, V14.3, V16.3, V19.1, V19.2, LS5, LS6)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures

under the right category on the screen **(SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other's spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection, and use of the new target vocabulary items, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King's game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher's objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in context **(D2.5, D.3.3, SELS3.1, SELS3.2, V4.2, V4.4, V4.5, V7.2, V14.3, V16.3, V19.1, V19.2, LS5, LS6, LS9, CS2.20)**. Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.1.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme "school life", the introductory digital story or an extract from it played so that the students can notice the target language chunks **(D3.2, CS2.2)**. While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same **(V3.2, LS2, CS2.14)**. She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/blackboard/whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures **(SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2)**. To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board **(D3.2, SELS3.2, V3.3)**. She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher **(CS2.7)**. These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them **(CS2.9)**. Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class **(SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2)**. Both the teacher and the class members give feedback to the students as they say their sentences **(CS2.19)**. The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. **(V4.3, V6.2, V10.3, LS6)**.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme "school life", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them **(SELS3.2, V3.3, V4.5, V14.3, V16.3, V19.1, V19.2, LS5, LS6, CS2.4, CS2.6, CS2.8)**. She/He gives some written activities and exercises

to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4)**.

ENG5.1.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme, as in other themes. **(V3.2, V4.5, V14.3, V16.3, V19.1, V19.2, LS5, LS6)**.

ENG5.1.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme "school life". They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it **(SELS3.1)**. While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling and so on **(D3.1, V3.4, LS1, CS2.4, CS2.16.3)**.

ENG5.1.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20)**.

ENG5.1.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings **(D2.5, D3.3, SELS3.2, CS2.13)**. All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level. **(V3.4, V7.2, V12.1, LS1, LS4, LS9)**.

ENG5.1.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme in their writing **(SELS2.2, SELS2.3, V3.4, V4.2, V4.5, V14.3, V16.3, V19.1, V19.2, LS5, LS6, LS9, CS2.20)**. AI- based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways **(D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20)**. These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.1.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(D1.5, SELS1.3, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design. **(V4.3, V6.2, V10.3, V20.4, LS1, LS6)**.

ENG5.1.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme. **(V3.2, V3.4, V4.5, V14.3, V16.3, V19.1, V19.2, LS5, LS6)**.

ENG5.1.S2.

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used **(CS2.6)**. They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context **(D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4)**.

ENG5.1.S3.

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc **(D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13)**.

ENG5.1.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme **(SELS2.2, SELS3.2, V4.2, V4.5, V14.3, V16.3, V19.1, V19.2, LS5, LS6, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20)**.

ENG5.1.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme "school life" in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20)**. Picture strip stories can be used at the end of each theme to provide a consolidation and revision **(V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14)**. These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in

or outside the school by using the language including the target words, language grammar in use, and the social language for the theme and its components such as “people, places and rules at school; school clubs; countries; national days and celebrations” (**V3.4, V4.2, V4.5, V14.3, V16.3, V19.1, V19.2, LS4, LS5, LS6, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.1.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design. (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

DIFFERENTIATION

Expansion

Objective: To talk about social clubs, rules at school in English by the target language items.

Activity 1: Role-Play

The teacher gives each student a role card (“You are a drama club member who loves acting but doesn’t like strict rules”). Groups pretend to meet at a “School Clubs Fair”. Each student must introduce their club, talk about what they like or dislike, discuss the rules of their club. The teacher encourages them to explain why they like/dislike something or suggest new rules for their club. Students ask questions to each other about their likes/dislikes. The teacher tells students to exchange reflection sheets or give verbal feedback in pairs. They use sentence starters (“I like how you ___”, “You are good at ___”, “Next time, you can try ___”). For self-reflection activity students write answers to prompts like: “I can ask/answer questions about ___”, “I learned that ___”, “I’m good at ___”. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about social clubs, rules at school in English by using the target language items.

Activity: Role-Play

The teacher gives each student a role card (“You are a drama club member who loves acting but doesn’t like strict rules”). Groups pretend to meet at a “School Clubs Fair”. Each student must introduce their club, talk about what they like or dislike, and discuss the rules of their club. The teacher provides sentence starters and word banks (“I like/don’t like ___ because ___”).

After the teacher provides an example dialogue, students ask questions to each other about their likes/dislikes. The teacher tells students to exchange reflection sheets or give verbal feedback in pairs. They use sentence starters (“I like how you ___”, “You are good at ___”, “Next time, you can try ___”). For self-reflection activity students write answers to prompts like: “I can ask/answer questions about ___”, “I learned that ___”, “I’m good at ___”. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 2: CLASSROOM LIFE

Sub-themes: Classroom rules and language; school subjects; timetables; classroom objects; days of the week; time

This theme is centred on the concept of “classroom life” and covers the sub-themes of “classroom rules and language; school subjects; timetables; classroom objects; days of the week; time”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 10

FIELD SKILLS AND SUPPORTIVE SKILLS	FLFS1. Listening/Watching-Comprehension
	FLFS2. Reading-Comprehension
	FLFS3. Speaking-Expression
	FLFS4. Writing-Expression
	FLSS1. Grammaring: Selection and Use
	FLSS2. Vocabulary: Selection and Use
	FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS _

DISPOSITIONS	D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values

V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V16. Responsibility, V20. Benevolence

Literacy Skills

LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.5.2.L1. Students can get ready for the listening/watching-comprehension process for the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “classroom life” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.5.2.L2. Students can bring information about the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” together through significant details and main components while listening/watching it.

- a) *Students comprehend the topic of the current content by listening(to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening(to) and watching it again in a careful manner.*

ENG.5.2.L3. Students can make meaning of/derive meaning from the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” through significant details by listening/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.5.2.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time”.

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*
- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.5.2.P1. Students can select and use the target phonological elements of the current content about “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

- a) *Listening to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Students recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG.5.2.R1. Students can get ready for the reading-comprehension process about the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.5.2.R2. Students can bring information about the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.5.2.R3. Students can make meaning of / derive meaning from the current content about “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.5.2.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.2.V1. Students can select and use the target vocabulary of the current content about “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Repeating aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.5.2.G1. Students can select and use the target grammatical elements of the current content about “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Being familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.5.2.W1. Students can get ready for the writing-expression process about the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.5.2.W2. Students can understand the model/example for the writing task about the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.5.2.W3. Students can organise a content for the assigned writing task on the current content “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*

- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/or unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.5.2.W4. Students can individually construct/form content for the assigned writing task on the current content “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.5.2.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.5.2.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.2.S1. Students can get ready for speaking-expression process about the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.5.2.S2. Students can use the model/example for producing verbal content about the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.5.2.S3. Students can organise a new verbal content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.5.2.S4. Students can construct a new verbal content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.5.2.S5. Students can reorganise (reconstruct) and use information about the “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.5.2.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

CLASSROOM LIFE:

Sub-Themes: Classroom rules and language; school subjects; timetables; classroom objects; days of the week; time

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for classroom rules and language: Nouns: Rubbish (trash-garbage-AmE), attention, (no) running. Adjectives: Careful. Verbs: To shout, to smile, to raise a hand, to follow, to borrow, to lend, to tidy (up), to leave, to forget, to bring, to hang (your coat), to hold on. Adverbs: Quietly, loudly, carefully, slowly.

Vocabulary for school subjects: Maths, Turkish, Science, Social Studies, Foreign Language, English, Religion and Morals, Art, Music, P.E. (Physical Education), IT (Information Technology), Drama.

Vocabulary for timetables: Nouns: A timetable, a day, a week, a weekday, a weekend, morning, afternoon, noon, a break, lunch, double lessons. Verbs: To start, to finish.

Vocabulary for classroom objects: Nouns: A rubbish bin (a trash/garbage can -AmE), a (smart)board, a poster, a seat, a bookshelf, a rubber (an eraser-AmE), a dictionary, a board marker, a pencil case, a (school) material, a sheet, a notebook (exercise book-AmE), a desk.

Vocabulary for days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

Vocabulary for time: Half past, to, past, o'clock, quarter, a minute.

Vocabulary for numbers 50-100: From 50 to 100.

Target Grammatical Structures in Use:

- The Simple Present Tense: (We have got an Art class every Wednesday.)
- There is/are: (There is a new student in the class. There are fifty students in my class.)
- Object Pronouns: Me, you, him, her, us, you, them (Can you give me your eraser?)
- "To Be" for Time (What time is it?): (What time is it? It is half past four.)
- Wh questions (What time..?): (What time does the English class start?)

Functions of the Target Grammatical Structures in Use:

- Use of the Simple Present Tense: Describing the responsibilities of different roles in the classroom and daily routines and study routines in a classroom.
- Use of "There is/There are": Expressing the presence of something or somebody.
- Use of Object Pronouns: Replacing nouns that receive the action in a sentence.
- Use of "To Be" for time (What time is it?): Telling the time.
- Use of "Wh- questions" (What time..?): Asking about time of actions.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Social Language in Use:

Make the grade if you want to join the Sports Club!

Don't skip the lesson! (Please don't cut the class!)

Give me a hand for this homework!

I don't feel all right.

I'd love to.

Target Phonological Sounds in Use:

Intonation of negative statements.

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme "classroom life" and its components such as "classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what "classroom life" and its components such as "classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" means but will not know how to say them in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

classroom, classroom rules, classroom language, school subjects, timetables, classroom objects, days of the week, time

INDICATORS FOR LEARNING (Assessment and Evaluation)**EVALUATION FOR THE SKILLS AND THE CONTENT:**

PERFORMANCE ASSIGNMENT: The students will create a dream classroom. First, they will decide the schedule for their classroom, classroom rules, and subjects. Then, they will prepare a poster about these dream classes that include the lesson schedule and classroom rules. The posters may include photos, pictures or drawings. Finally, they will present their dream classes. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES**Basic Acceptations: Preparedness/ Readiness**

This theme is based on the students' knowledge of "classroom life" and its components such as "classroom rules and language; school subjects; timetables; classroom objects; days of the week; time". As they are lower secondary school students in year 5 (five), they can know what "classroom life" and its components such as "classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English. As they are students in year 5 of lower secondary school, they can know some basic vocabulary about "classroom life" and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, and social factors are appropriate and suitable for learning about the "classroom life" and its components such as "classroom rules and language; school

subjects; timetables; classroom objects; days of the week; time". Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of "classroom life". Therefore, a dialogue game can be played to revise all vocabulary and language chunks from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of "classroom life" and its components such as "classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what was it about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme "classroom life" in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote/a very short story, watching a pantomime/cartoon story, etc. that has no relation or connection to the current theme and does not require any knowledge of English **(D2.5, SELS2.1, V12.1, LS2, LS4)**.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around "classroom life" and sub-themes sub-themes of "classroom rules and language; school subjects; timetables;

classroom objects; days of the week; time"., allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG5.2.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of “classroom life” during the background recall session, students can have a vision of the current theme as a general concept in the current (new) theme (**D3.2, SELS1.1, V3.2, V4.5, V14.3, V19.1, V19.2, LS1, LS4, LS5, LS6, CS2.11, CS2.16.2**). So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme (**CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme (**CS2.14**). It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about (**CS2.8**). As they have already seen a scene from a film about the theme and the pictures, realia, etc. they can easily answer what the current theme will be about and that their guesses were true (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, V16.3, LS2, LS4, CS2.10, CS2.17**).

ENG5.2.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about the theme shown earlier) (**CS2.11**). Students watch the introductory digital story to consolidate the identification of the theme “school life” in it as a whole (**CS2.13**) without stopping the video at any point, so that the students can understand the theme holistically (**D3.2, SELS1.1, V3.3, V3.4, V4.5, V14.3, V16.3, V19.1, V19.2, LS2, LS4, LS5, LS6, CS2.14, CS2.16.2**).

ENG5.2.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content, some realia brought into the classroom by the teacher could be used (**V4.5, V14.3, V16.3, V19.1, V19.2, LS5, LS6**). The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme “classroom life” is mentioned in the introductory digital story, without stopping the video while the students watch the story (**CS2.6**). When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options (**CS2.5**). As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily (**CS2.1**). In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component (**CS2.8**). Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components (**D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4**).

To check whether the students understand the general topic of the theme “classroom life” and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while (**CS2.3**). She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students (**SELS2.2, V3.4, V4.2, LS1, LS4, LS6**). When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) (**SELS1.2, CS2.6, CS2.10**). This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories (**D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12**).

ENG5.2.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening–watching process and asks them to express their thoughts, ideas, and feelings about the process (**SELS1.3, V3.4**). Some volunteer students express what they think and feel about them (**CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (V10.3).

ENG5.2.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about the theme “classroom life” and the words and/or word groups for sub-themes sub-themes of “classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced (**V3.3, V16.1, V16.3, LS4, CS2.6**). She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes (**LS2, CS2.16.3**). The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both (**CS2.8**). To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers (**D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for sub-themes sub-themes of “classroom rules and language; school subjects; timetables; classroom objects; days of the week; time”, the students listen (**CS2.9**); then the teacher says the target words/word groups and acts them out, the students repeat after her/him (**SELS2.1, CS2.14**). Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for the sub-themes (**D2.3, D2.5, V3.3, V16.1, V16.3**). As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice (**SELS2.3, CS2.8, CS2.11**). They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom (**CS2.12**). Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games (**SELS2.1, V7.2, LS9**). The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically (**CS3.1**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills (**SELS2.2**). The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them (**CS2.13**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. (**D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4**).

ENG5.2.R1

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the

theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used **(V3.2, LS2, LS4)**. Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme **(V3.4, LS1, CS2.3, CS2.6)**. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way **(V3.3, V7.2, CS3.3)**. For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements

(e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG5.2.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG5.2.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text **(SELS2.2)**. One peer reads the first half of the text and the second peer reads the other half of the text in a given time **(CS2.6)**. They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style **(D2.4, D3.6, V3.4, V4.2, V16.2, LS1, CS2.8, CS2.9)**. Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher **(CS2.14)**. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones **(SELS2.1)**. From display to communicative open-ended, various types of questions are used to understand the meaning of the text **(SELS3.1, SELS3.2, CS2.6)**. During this process students work collaboratively to exchange information, thoughts, and feelings **(D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8)**.

ENG5.2.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different

activities for creating versatile reflection sessions in a fun and collaborative design (**D 2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6**).

ENG5.2.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, students remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/ watching, and pre-reading sessions (**SELS1.1**). As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme (**V3.2, LS1**).

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items (**D3.2, D3.6, LS1, LS2, LS4, CS2.4, CS2.6, CS2.7**). Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about the theme (**V16.1, V16.3, CS2.8**). They underline the words whose meaning they do not know while reading silently (**CS2.17**). Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words (**D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7**).

To introduce and practise the meanings of the target vocabulary related to the theme "classroom life", that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know (**V16.1, V16.3, CS2.16.1, CS2.6**). By guessing what they are, the students hear the English equivalents of the words for the theme and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words (**D1.2, D1.6, D3.7, CS2.10**). This is conducted in the form of a dialogue where their learning can be checked as described in items (**SELS2.1**) (7), (8), and (9) in the section

1.2. Principles for the Implementation of the English Curriculum. (**V3.3, V3.4, V16.3, LS1, LS2, LS4**). After having watched the introductory digital story, the teacher shows some pictures for the sub-themes, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him (**D2.3, V16.1, V16.3, CS2.6, CS2.11**). In this way, the main vocabulary items of the theme are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum. (**V16.1, V16.3**).

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures, and symbolic images for some categories about the components of the theme "classroom life". She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them (**V16.1, V16.3, CS2.4**). She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly (**V3.3, L2, LS4, CS2.5**). The teacher asks them to work in pairs and place the cut-

out pictures in the right category and ask each other some questions about the theme (**D3.2, D3.8, SELS2.2, V16.1, V16.3**). When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen (**SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5**). In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other's spelling (**D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9**). To consolidate the meaning, selection, and use of the new target vocabulary items, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King's game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher's objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students (**CS2.13**). Students can be asked to create their own games to use the target vocabulary items in context (**D2.5, D.3.3, SELS3.1, SELS3.2, V4.2, V4.4, V7.2, V16.1, V16.3, LS9, CS2.20**). Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.2.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme "classroom life", the introductory digital story or an extract from it played so that the students can notice the target language chunks (**D3.2, CS2.2**). While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same (**V3.2, LS2, CS2.14**). She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/blackboard/whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2**). Both the teacher and the class members give feedback to the students as they say their sentences (**CS2.19**). The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. (**V4.3, V6.2, V10.3**).

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme "classroom life", the teacher shows some other sentences with these chunks

in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them **(SELS3.2, V3.3, V16.1, V16.3, CS2.4, CS2.6, CS2.8)**. She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4)**.

ENG5.2.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme, as in other themes. **(V3.2, V16.1, V16.3)**.

ENG5.2.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme "classroom life". They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it **(SELS3.1)**. While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling and so on **(D3.1, V3.4, LS1, CS2.4, CS2.16.3)**.

ENG5.2.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20)**.

ENG5.2.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and **feelings (D2.5, D3.3, SELS3.2, CS2.13)**. All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level. **(V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9)**.

ENG5.2.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme in their writing **(SELS2.2, SELS2.3, V3.4, V4.2, V16.1, V16.3, LS9, CS2.20)**. AI- based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways

(D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20) These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.2.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(D1.5, SELS1.3, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design. **(V4.3, V6.2, V10.3, V20.4, LS1)**.

ENG5.2.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme. **(V3.2, V3.4, V16.1, V16.3)**.

ENG5.2.S2

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used **(CS2.6)**. They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context **(D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4)**.

ENG5.1.S3

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc **(D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13)**.

ENG5.2.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme **(SELS2.2, SELS3.2, V4.2, V16.1, V16.3, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20)**.

ENG5.2.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme "classroom life", in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20)**. Picture strip stories can be used at the end of each theme to provide a consolidation and revision **(V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14)**. These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students

are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme and its components **(V3.4, V4.2, V16.1, V16.3, LS4, CS3.1, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20)**. **These** are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.2.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(SELS1.3, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design. **(V4.3, V6.2, V10.3, V20.4, LS1)**.

DIFFERENTIATION

Expansion

Objective: To ask and answer questions about the time of actions in English by using the target language items.

Activity 1: "A Class Survey"

To do a class survey students walk around the classroom and ask three classmates, "What time do you ____?" for different actions. They write down the answers in a chart (e.g., Name, Action, Time). Then, they analyse the results in writing, e.g., "Most students wake up at 7:00" and report them to the class by using simple present tense. Students share their charts in groups and give positive feedback to each other. As a self-reflection activity students are given a chart on which they circle or colour an emoji/emoticon that represents how they feel about their performance. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To ask and answer questions about the time of actions in English by using the target language items.

Activity: A Class Survey

To do a class survey students walk around the classroom and ask three classmates, "What time do you ____?" for different actions. The teacher presents vocabulary for common actions (wake up, go to school, eat lunch, etc.) and common times (7:00 am, 12:30 pm, etc.) on a handout or classroom board. Students write down the answers in a chart (e.g., Name, Action, Time). The teacher provides a partially completed chart for them. Students write down a few sentences in simple present tense based on the chart. Students share their charts in groups and give positive feedback to each other. As a self-reflection activity students circle or colour an emoji/emoticon that represents how they feel about their performance. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 3: PERSONAL LIFE

Sub-themes: Basic body parts and physical features; clothes; daily routines and activities

This theme is centred on the concept of “personal life” and covers the sub-themes of “basic body parts and physical features; clothes; daily routines and activities”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS

10

FIELD SKILLS AND SUPPORTIVE SKILLS

FLFS1. Listening/Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Gramming: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

-

DISPOSITIONS

D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values

V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V16. Responsibility, V18. Cleanliness, V20. Benevolence

Literacy Skills

LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.5.3.L1. Students can get ready for the listening/watching-comprehension process for the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities” carefully.

- a) Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) Students make predictions about the current content on “personal life” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.5.3.L2. Students can bring information about the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities” together through significant details and main components while listening/watching it.

- a) Students comprehend the topic of the current content by listening(to)/watching it as a whole.*
- b) Students recognise the significant details and components within the whole current content by listening(to) and watching it again in a careful manner.*

ENG.5.3.L3. Students can make meaning of/derive meaning from the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities” through significant details by listening/watching it carefully.

- a) Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.5.3.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities”.

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*
- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.5.3.P1. Students can select and use the target phonological elements of the current content about “personal life with basic body parts and physical features; clothes; daily routines and activities” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

- a) *Listening to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Students recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG.5.3.R1. Students can get ready for the reading-comprehension process about the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.5.3.R2. Students can bring information about the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.5.3.R3. Students can make meaning of / derive meaning from the current content about “personal life with basic body parts and physical features; clothes; daily routines and activities” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*

- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.5.3.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “personal life with basic body parts and physical features; clothes; daily routines and activities” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.3.V1. Students can select and use the target vocabulary of the current content about “personal life with basic body parts and physical features; clothes; daily routines and activities” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening(to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Repeating aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.5.3.G1. Students can select and use the target grammatical elements of the current content about “personal life with basic body parts and physical features; clothes; daily routines and activities” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Being familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.5.3.W1. Students can get ready for the writing-expression process about the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.5.3.W2. Students can understand the model/example for the writing task about the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.5.3.W3. Students can organise a content for the assigned writing task on the current content “personal life with basic body parts and physical features; clothes; daily routines and activities” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.5.3.W4. Students can individually construct/form content for the assigned writing task on the current content “personal life with basic body parts and physical features; clothes; daily routines and activities”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.5.3.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “personal life with basic body parts and physical features; clothes; daily routines and activities” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.5.3.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life with basic body parts and physical features; clothes; daily routines and activities” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.3.S1. Students can get ready for speaking-expression process about the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.5.3.S2. Students can use the model/example for producing verbal content about the current content on “personal life with basic body parts and physical features; clothes; daily routines and activities”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.5.3.S3. Students can organise a new verbal content on “personal life with basic body parts and physical features; clothes; daily routines and activities” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*

- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.5.3.S4. Students can construct a new verbal content on “personal life with basic body parts and physical features; clothes; daily routines and activities” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.5.3.S5. Students can reorganise (reconstruct) and use information about the “personal life with basic body parts and physical features; clothes; daily routines and activities” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.5.3.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “personal life with basic body parts and physical features; clothes; daily routines and activities” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

PERSONAL LIFE:

Sub-Themes: Basic body parts and physical features; clothes; daily routines and activities

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for basic body parts and physical features: Nouns: A neck, a finger, an arm, a body, an eye, a face, a foot, hair, a hand, a head, a nose, a tooth, teeth, height, a leg. Adjectives: Thin, average, curly, straight, round, square, tall, short, wavy, oval.

Vocabulary for clothes: Nouns: A belt, trousers (pants-AmE), a ring, a bag, boots, a cap, a coat, a (fancy dress) costume, a dress, earrings, fashion, glasses, gloves, a handbag, a hat, a jacket, jeans, a jumper (a sweater-AmE), a necklace, a raincoat, a scarf, a headscarf, a shirt, shoes, shorts, a skirt, a sock, sunglasses, a T-shirt, an umbrella, a watch, silver, clothing, a bow, an outfit. Verbs: To own, to try on, to wear, to create. Adjectives: Thick, thin, trendy, comfortable, ordinary, fancy, different, cool.

Vocabulary for daily routines and activities: Nouns: A computer, a book, a magazine, music, a video game, a map, a path, an adventure, an adventurer, a fashion show. Verbs: To watch, to draw, to read, to go shopping, to go out, to travel, to smile, to find. Adjectives: Daily, general.

Adverbs of frequency: rarely, sometimes, always, never

Target Grammatical Structures in Use:

- The Simple Present Tense: (She wears her blue coat every winter.)
- Question Tags for the Simple Present Tense: (She reads a book every evening, doesn't she?)
- Adverbs of Frequency (How often): (He usually wears sunglasses in summer.)
- Possessive adjectives: My, your, his, her, our, your, their (I love my bag.)

Functions of the Target Grammatical Structures in Use:

- Use of The Simple Present Tense: Describing daily routines or habits.
- Use of Question Tags for the Simple Present Tense: Checking or confirming general truths, actions or habits.
- Use of Adverbs of Frequency (How often): Expressing the frequency of actions or events.
- Use of Possessive Adjectives: Showing ownership in relation to nouns.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Social Language in Use :

- I'll pop round to see you later!
- Don't make fun of people!
- Let's sort out the problem!

Target Phonological Sounds in Use:

Intonation of questions and question tags.

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme “personal life” and its components such as “basic body parts and physical features; clothes; daily routines and activities” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “personal life” and its components such as “basic body parts and physical features; clothes; daily routines and activities” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts

basic body parts, physical features, clothes, daily routines, daily activities

INDICATORS FOR LEARNING (Assessment and Evaluation)**EVALUATION FOR THE SKILLS AND THE CONTENT:**

PERFORMANCE ASSIGNMENT: Students will write a digital diary/journal describing their “daily routines, activities, and their timing in their personal lives” during a school term. They will present it with digital resources and/or realia by acting out the routines recorded in it. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES**Basic Acceptations: Preparedness/ Readiness**

This theme is based on the students’ knowledge of “personal life” and its components such as “basic body parts and physical features; clothes; daily routines and activities”. As they are lower secondary school students in year 5 (five), they can know what “personal life” and its components such as “basic body parts and physical features; clothes; daily routines and activities” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 5 of lower secondary school, they can know some basic vocabulary about “personal life” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “personal life” and its components such as “basic body parts and physical features; clothes; daily routines and activities”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “personal life”. Therefore, a dialogue game can be played to revise all vocabulary and language chunks from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of “personal life” and its components such as “basic body parts and physical features; clothes; daily routines and activities” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what was it about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “personal life” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote/a very short story, watching a pantomime/cartoon story, etc. that has no relation or connection to the current theme and does not require any knowledge of English **(D2.5, SELS2.1, V12.1, LS2, LS4)**.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around “personal life” and sub-themes “basic body parts and physical features; clothes; daily routines and activities”, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG5.3.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of “personal life” during the background recall session, students can have a vision of the current theme as a general concept in the current (new) theme **(D3.2, SELS1.1, V3.2, V12.3, V13.1, V13.4, V18.1, V18.2, LS1, LS4, LS5, CS2.11, CS2.16.2)**. So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme **(CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole

theme **(CS2.14)**. It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about **(CS2.8)**. As they have already seen a scene from a film about the theme and the pictures, realia, etc. they can easily answer what the current theme will be about and that their guesses were true **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, V12.3, V13.1, V13.4, V18.1, V18.2, LS2, LS4, CS2.10, CS2.17)**.

ENG5.3.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about the theme shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the “personal life” in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V3.3, V3.4, V12.3, V13.1, V13.4, V18.1, V18.2, LS2, LS4, LS5, CS2.14, CS2.16.2)**.

ENG5.3.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content, some realia brought into the classroom by the teacher could be used **(V12.3, V13.1, V13.4, V18.1, V18.2, LS5)**. The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme “personal life” is mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme “personal life” and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, V11.1, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG5.3.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening–watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG5.3.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about the theme “personal life” and the words and/or word groups for the sub-themes “basic body parts and physical features; clothes; daily routines and activities”, the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced (**V3.3, V12.3, V13.1, V13.4, V18.1, V18.2, LS4, LS5, CS2.6**). She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes (**LS2, CS2.16.3**). The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both (**CS2.8**). To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers (**D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V11.1, V20.4, LS1, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the sub-themes “basic body parts and physical features; clothes; daily routines and activities”, the students listen (**CS2.9**); then the teacher says the target words/word groups and acts them out, the students repeat after her/him (**SELS2.1, CS2.14**). Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for the sub-themes (**D2.3, D2.5, V3.3, V12.3, V13.1, V13.4, V18.1, V18.2, LS5**). As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice (**SELS2.3, CS2.8, CS2.11**). They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom (**CS2.12**). Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games (**SELS2.1, V7.2, LS5, LS9**). The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically (**CS3.1**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills (**SELS2.2**). The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them (**CS2.13**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. (**D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4**).

ENG5.3.R1

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used (**V3.2, LS2, LS4**). Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme (**V3.4, LS1, CS2.3, CS2.6**). The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way (**V3.3, V7.2, LS5, CS3.3**). For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of

the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG5.3.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG5.3.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text **(SELS2.2)**. One peer reads the first half of the text and the second peer reads the other half of the text in a given time **(CS2.6)**. They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style **(D2.4, D3.6, V3.4, V4.2, V16.2, LS1, CS2.8, CS2.9)**. Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher **(CS2.14)**. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones **(SELS2.1)**. From display to communicative open-ended, various types of questions are used to understand the meaning of the text **(SELS3.1, SELS3.2, CS2.6)**. During this process students work collaboratively to exchange information, thoughts, and feelings **(D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8)**.

ENG5.3.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(D 2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1)**.

ENG5.3.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, students remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/ watching, and pre-reading sessions **(SELS1.1)**. As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme **(V3.2, LS1)**.

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items **(D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7)** Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about the theme **(V12.3, V13.1, V13.4, V18.1, V18.2, CS2.8)**. They underline the words whose meaning they do not know while reading silently **(CS2.17)**. Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words **(D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7)**.

To introduce and practise the meanings of the target vocabulary related to the theme, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know **(V12.3, V13.1, V13.4, V18.1, V18.2, LS5, CS2.16.1, CS2.6)**. By guessing what they are, the students hear the English equivalents of the words for the theme and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words **(D1.2, D1.6, D3.7, CS2.10)**. This is conducted in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)** (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. **(V3.3, V3.4, LS1, LS2, LS4)**. After having watched the introductory digital story, the teacher shows some pictures for the sub-themes, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him **(D2.3, V12.3, V13.1, V13.4, V18.1, V18.2, LS5, CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures, and symbolic images for some categories about the components of the theme "personal life". She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V12.3, V13.1, V13.4, V18.1, V18.2, LS5, CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme **(D3.2, D3.8, SELS2.2, V12.3, V13.1, V13.4, V18.1, V18.2, LS5)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen **(SELS1.2, V3.4, V11.1, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other's spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection, and use of the new target vocabulary items, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia,

and any other materials to play games such as Bingo, Pelmanism, King's game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher's objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in context **(D2.5, D.3.3, SELS3.1, SELS3.2, V4.2, V4.4, V7.2, V12.3, V13.1, V13.4, V18.1, V18.2, LS5, LS9, CS2.20)**. Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.3.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme "personal life", the introductory digital story or an extract from it played so that the students can notice the target language chunks **(D3.2, CS2.2)**. While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same **(V3.2, LS2, CS2.14)**. She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures **(SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2)**. To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/ whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board **(D3.2, SELS3.2, V3.3)**. She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher **(CS2.7)**. These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them **(CS2.9)**. Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class **(SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2)**. Both the teacher and the class members give feedback to the students as they say their sentences **(CS2.19)**. The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. **(V4.3, V6.2, V10.3)**.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme "personal life", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them **(SELS3.2, V3.3, V12.3, V13.1, V13.4, V18.1, V18.2, LS5, CS2.4, CS2.6, CS2.8)**. She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4)**.

ENG5.3.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme, as in other themes **(V3.2, V12.3, V13.1, V13.4, V18.1, V18.2, LS5)**.

ENG5.3.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme "personal life". They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it **(SELS3.1)**. While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling and so on **(D3.1, V3.4, LS1, CS2.4, CS2.16.3)**.

ENG5.3.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20)**.

ENG5.3.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings **(D2.5, D3.3, SELS3.2, CS2.13)**. All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level. **(V3.4, V7.2, V12.1, LS1, LS4, LS9)**.

ENG5.3.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme in their writing **(SELS2.2, SELS2.3, V3.4, V4.2, V12.3, V13.1, V13.4, V18.1, V18.2, LS5, LS9, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways **(D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20)**. These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.3.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel

about them **(D1.5, SELS1.3,V11.1, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design. **(V4.3, V6.2, V10.3, V20.4, LS1)**.

ENG5.3.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme **. (V3.2,V3.4, V12.3, V13.1, V13.4, V18.1, V18.2, LS5)**.

ENG5.3.S2

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used **(CS2.6)**. They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context **(D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4)**.

ENG5.3.S3

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc **(D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13)**.

ENG5.3.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme **(SELS2.2, SELS3.2, V4.2, V12.3, V13.1,V13.4, V18.1, V18.2, LS5, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20)**.

ENG5.3.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme "personal life " in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20)**. Picture strip stories can be used at the end of each theme to provide a consolidation and revision **(V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14)**. These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme and its components such as "basic body parts and physical features; clothes; daily routines and activities"**(V3.4, V4.2, V12.3, V13.1, V13.4,V18.1, V18.2, LS4, LS5, CS3.1, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20)**. These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles

for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.3.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(SELS1.3, V11.1, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design. **(V4.3, V6.2, V10.3, V20.4, LS1, LS6)**.

DIFFERENTIATION

Expansion

Objective: To describe basic body parts, physical features, and clothes in English.

Activity 1: A Missing Person Poster

The teacher brings picture cards or cutouts with different people (diverse ages, physical features, and clothing). She/He tells students to work in pairs to create a missing person poster. Each pair gets a picture card of a person. Pairs write a short description of the person in the picture, including body parts, physical features, and clothing. The teacher shows the picture cards to the whole class or sticks them on the board. Pairs read their descriptive paragraphs aloud and students in the class match the descriptions with the pictures. Students give positive feedback to their friends for their clear descriptions. The teacher encourages students to reflect on their strengths and areas for improvement. Each student reflects on their performance during the activity and identifies: Three Stars (three things they did well) and One Wish (one thing they want to improve next time). Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe basic body parts, physical features, and clothes in English.

Activity: A Missing Person Poster

The teacher brings description cards that describe physical features, and clothing of a person. She/He tells students to work in pairs to create a missing person poster. Each pair gets a description card. Students read the given description paragraph and in pairs draw a picture of the missing person based on the paragraph. Students show their posters to their friends and give positive feedback to each other on their creativity and effort. The teacher encourages students to reflect on their strengths and areas for improvement. Each student reflects on their performance during the activity and identifies: Three Stars (three things they did well) and One Wish (one thing they want to improve next time). Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 4: FAMILY LIFE

Sub-themes: Family members' routines; family members' hobbies and activities

This theme is centred on the concept of "family life" and covers the sub-themes of "family members' routines; family members' hobbies and activities". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 10

FIELD SKILLS AND SUPPORTIVE SKILLS FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammmaring: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional

Learning Skills SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V2. Family Integrity, V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.5.4.L1. Students can get ready for the listening/watching-comprehension process for the current content on “family life with family members’ routines; family members’ hobbies and activities” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “family life” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.5.4.L2. Students can bring information about the current content on “family life with family members’ routines; family members’ hobbies and activities” together through significant details and main components while listening/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.5.4.L3. Students can make meaning of/derive meaning from the current content on “family life with family members’ routines; family members’ hobbies and activities” through significant details by listening/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.5.4.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “family life with family members’ routines; family members’ hobbies and activities”.

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*

- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.5.4.P1. Students can select and use the target phonological elements of the current content about “family life with family members’ routines; family members’ hobbies and activities” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

- a) *Listening to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Students recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG.5.4.R1. Students can get ready for the writing-comprehension process about the current content on “family life with family members’ routines; family members’ hobbies and activities”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences, and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.5.4.R2. Students can bring information about the current content on “family life with family members’ routines; family members’ hobbies and activities” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.5.4.R3. Students can make meaning of / derive meaning from the current content about “family life with family members’ routines; family members’ hobbies and activities” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*

- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.5.4.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “family life with family members’ routines; family members’ hobbies and activities” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.4.V1. Students can select and use the target vocabulary of the current content about “family life with family members’ routines; family members’ hobbies and activities” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Repeating aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.5.4.G1. Students can select and use the target grammatical elements of the current content about “family life with family members’ routines; family members’ hobbies and activities” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Being familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*

- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.5.4.W1. Students can get ready for the writing-expression process about the current content on “family life with family members’ routines; family members’ hobbies and activities”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.5.4.W2. Students can understand the model/example for the writing task about the current content on “family life with family members’ routines; family members’ hobbies and activities”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.5.4.W3. Students can organise a content for the assigned writing task on the current content “family life with family members’ routines; family members’ hobbies and activities” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.5.4.W4. Students can individually construct/form content for the assigned writing task on the current content “family life with family members’ routines; family members’ hobbies and activities”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*

- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.5.4.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “family life with family members’ routines; family members’ hobbies and activities” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge with others.*

ENG.5.4.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “family life with family members’ routines; family members’ hobbies and activities” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.4.S1. Students can get ready for speaking-expression process about the current content on “family life with family members’ routines; family members’ hobbies and activities”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.5.4.S2. Students can use the model/example for producing verbal content about the current content on “family life with family members’ routines; family members’ hobbies and activities”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.5.4.S3. Students can organise a new verbal content on “family life with family members’ routines; family members’ hobbies and activities” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*

- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.5.4.S4. Students can construct a new verbal content on “family life with family members’ routines; family members’ hobbies and activities” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.5.4.S5. Students can reorganise (reconstruct) and use information about the “family life with family members’ routines; family members’ hobbies and activities” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.5.4.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “family life with family members’ routines; family members’ hobbies and activities” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

FAMILY LIFE:

Sub-Themes: Family members' routines; family members' hobbies and activities

Target Vocabulary in Use:

Vocabulary for Family members' Routines: Nouns: A couple, a role, a task, focus, resting, tidying, pet care, organisation. Verbs: To brush, to take care (of), to organise. Adjectives: Everyday, specific.

Pronouns: Hers, his, mine (belongs to me), yours.

Vocabulary for family members' hobbies and activities: Nouns: A board game, a beach, a barbecue, a bicycle, a camera, a festival, a guitar, a hobby, a holiday, a member, a museum, a photograph, a photo, a tent, a party, a computer game, a forest, a scooter, a piano, cooking, camping, cycling, dancing, fishing, playing golf, swimming, playing football. Verbs: To have a picnic, to relax, to join. Adjectives: Active, usual.

Target Grammatical Structures in Use:

-Present Progressive Tense: (She is brushing her teeth.)

-Present Progressive Tense vs Present Simple Tense: (We are camping in the forest this weekend, but we normally stay at home during holidays.)

-Question tags for the Present Progressive Tense: (She is brushing her teeth, isn't she?)

Functions of the Target Grammatical Structures in use:

-Use of the Present Progressive Tense: Expressing actions or events that are happening at the moment of speaking, temporary actions, or planned future actions.

-Use of the Present Progressive Tense vs Present Simple Tense: Contrasting ongoing or temporary actions (Present Progressive) with habitual actions, general truths, or permanent states (Present Simple).

-Use of question tags for Present Progressive Tense: Confirming or checking ongoing actions that match the tense, tone, or polarity of the statement.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Social Language in Use:

We always get on well as a family!

Can you lend your father a hand washing the car?

Let's tidy up the house together.

Target Phonological Sounds in Use:

a, b, c, d, e

Vowels: a: (/æ/, /ae/, /ə/, /a:/, /e/, /a:/, /a/, /ɔ:/, /eə/); e: (/e/, /i:/, /ə/)

Consonants: b: (/b/, silent /b/); c: (/si/, /k/); d: (/d/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme)

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “family life” and its components such as “family members’ routines; family members’ hobbies and activities” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “family life” and its components such as “family members’ routines; family members’ hobbies and activities” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

family members, routines, family members’ routines, hobbies, family members’ hobbies, activities, family members’ activities

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will conduct a questionnaire on the daily routines, free-time activities, and hobbies of their family members through interviews and present the written results with digital resources and/or realia by acting out some of the routines, free-time activities, and hobbies reported in the questionnaire. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students’ knowledge of “family life” and its components such as “family members’ routines; family members’ hobbies and activities”. As they are lower secondary school students in year 5 (five), they can know what “family life” and its components such as “family members’ routines; family members’ hobbies and activities” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 5 of lower secondary school, they can know some basic vocabulary about “family life” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “family life” and its components such as “family members’ routines; family members’ hobbies and activities”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “family life”. Therefore, a dialogue game can be played to revise all vocabulary and language chunks from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of “family life” and its components such as “family members’ routines; family members’ hobbies and activities” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what was it about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “family life” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote/a very short story, watching a pantomime/cartoon story, etc. that has no relation or connection to the current theme and does not require any knowledge of English **(D2.5, SELS2.1, V12.1, LS2, LS4)**.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around “family life” and sub-themes “family members’ routines; family members’ hobbies and activities”, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG5.4.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of “family life” during the background recall session, students can have a vision of the current theme as a general concept in the current (new) theme **(D3.2, SELS1.1, V2.2, V3.2, V3.4, V2.4, V4.4, V13.2, V16.1, LS1, LS4, LS5, CS2.11, CS2.16.2)**. So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme **(CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target

pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme **(CS2.14)**. It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about **(CS2.8)**. As they have already seen a scene from a film about the theme and the pictures, realia, etc. they can easily answer what the current theme will be about and that their guesses were true **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V2.2, V3.2, V3.4, V2.4, V4.4, V13.2, V16.1, LS2, LS4, CS2.10, CS2.17)**.

ENG5.4.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about the theme shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the “family life” in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V2.2, V3.2, V3.4, V2.4, V4.4, V13.2, V16.1, LS2, LS4, LS5, CS2.14, CS2.16.2)**.

ENG5.4.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content, some realia brought into the classroom by the teacher could be used **(V2.2, V3.2, V3.4, V2.4, V4.4, V13.2, V16.1, LS5)**. The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme “family life” is mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme “family life” and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, V11.1, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG5.4.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: Then teacher asks students to think about the whole listening–watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG5.4.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about the theme “family life” and the words and/or word groups for the sub-themes “family members’ routines; family members’ hobbies and activities” the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V2.2, V3.2, V3.4, V2.4, V4.4, V13.2, V16.1, LS4, LS5, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V11.1, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the sub-themes “family members’ routines; family members’ hobbies and activities”, the students listen **(CS2.9)**; then the teacher says the target words/word groups and acts them out, the students repeat after her/him **(SELS2.1, CS2.14)**. Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for the sub-themes activities” **(D2.3, D2.5, V2.2, V3.2, V3.4, V2.4, V4.4, V13.2, V16.1, LS5)** As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice **(SELS2.3, CS2.8, CS2.11)**. They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom **(CS2.12)**. Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games **(SELS2.1, V7.2, LS5, LS9)**. The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically **(CS3.1)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills **(SELS2.2)**. The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them **(CS2.13)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. **(D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4)**.

ENG5.4.R1

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used **(V3.2, LS2, LS4)**. Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme **(V3.4, LS1, CS2.3, CS2.6)**. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way **(V3.3, V7.2, LS5, CS3.3)**. For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of

the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG5.4.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG5.4.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text **(SELS2.2)**. One peer reads the first half of the text and the second peer reads the other half of the text in a given time **(CS2.6)**. They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style **(D2.4, D3.6, V3.4, V4.2, V16.2, LS1, CS2.8, CS2.9)**. Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher **(CS2.14)**. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones **(SELS2.1)**. From display to communicative open-ended, various types of questions are used to understand the meaning of the text **(SELS3.1, SELS3.2, CS2.6)**. During this process students work collaboratively to exchange information, thoughts, and feelings **(D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8)**.

ENG5.4.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(D 2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1)**.

ENG5.4.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, students remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions **(SELS1.1)**. As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme **(V3.2, LS1)**.

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items **(D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7)**. Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about the theme **(V16.3, CS2.8)**. They underline the words whose meaning they do not know while reading silently **(CS2.17)**. Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words **(D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7)**.

To introduce and practise the meanings of the target vocabulary related to the theme, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know **(V2.2, V3.2, V3.4, V2.4, V4.4, V13.2, V16.1, LS5, CS2.16.1, CS2.6)**. By guessing what they are, the students hear the English equivalents of the words for the theme and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words **(D1.2, D1.6, D3.7, CS2.10)**. This is conducted in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)** (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. **(V3.3, V3.4, V16.3, LS1, LS2, LS4)**. After having watched the introductory digital story, the teacher shows some pictures for the sub-themes, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him **(D2.3, V2.2, V3.2, V3.4, V2.4, V4.4, V13.2, V16.1, LS5, CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures, and symbolic images for some categories about the components of the theme "family life ". She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V2.2, V3.2, V3.4, V2.4, V4.4, V13.2, V16.1, LS5, CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme **(D3.2, D3.8, SELS2.2, V2.2, V3.2, V3.4, V2.4, V4.4, V13.2, V16.1, LS5)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen **(SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other's spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection, and use of the new target vocabulary items, the teacher could organise activities and tasks using pictures,

flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King's game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher's objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in context **(D2.5, D.3.3, SELS3.1, SELS3.2, V4.2, V4.4, V2.2, V3.2, V3.4, V2.4, V4.4, V13.2, V16.1, LS5, LS9, CS2.20)**. Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.4.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme "family life", the introductory digital story or an extract from it played so that the students can notice the target language chunks **(D3.2, CS2.2)**. While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same **(V3.2, LS2, CS2.14)**. She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/ blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures **(SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2)**. To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board **(D3.2, SELS3.2, V3.3)**. She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher **(CS2.7)**. These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them **(CS2.9)**. Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class **(SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2)**. Both the teacher and the class members give feedback to the students as they say their sentences **(CS2.19)**. The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. **(V4.3, V6.2, V10.3)**.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme "family life", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them **(SELS3.2, V2.2, V3.2, V3.4, V2.4, V4.4, V13.2, V16.1, LS5, CS2.4, CS2.6, CS2.8)**. She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4)**.

ENG5.4.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme, as in other themes. **(V2.2, V3.2, V3.4, V2.4, V4.4, V13.2, V16.1, LS5).**

ENG5.4.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme "family life". They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it **(SELS3.1)**. While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling and so on **(D3.1, V3.4, LS1, CS2.4, CS2.16.3)**.

ENG5.4.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20)**.

ENG5.4. W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings **(D2.5, D3.3, SELS3.2, CS2.13)**. All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level. **(V3.4, V7.2, V12.1, LS1, LS4, LS9)**.

ENG5.4.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme in their writing **(SELS2.2, SELS2.3, V2.2, V3.2, V3.4, V2.4, V4.4, V13.2, V16.1, LS5, LS9, CS2.20)** AI- based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways **(D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20)** These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.4.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel

about them **(D1.5, SELS1.3, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design. **(V4.3, V6.2, V10.3, V20.4, LS1)**

ENG5.4.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme **(V2.2, V3.2, V3.4, V2.4, V4.4, V13.2, V16.1, LS5)**.

ENG5.4.S2

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used **(CS2.6)**. They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context **(D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4)**.

ENG5.4.S3

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc **(D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13)**.

ENG5.4.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme **(SELS2.2, SELS3.2, V2.2, V3.2, V3.4, V2.4, V4.4, V13.2, V16.1, LS5, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20)**.

ENG5.4.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme "family life" in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20)**. Picture strip stories can be used at the end of each theme to provide a consolidation and revision **(V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14)**. These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme and its components such as "family members' routines; family members' hobbies and activities" **(V2.2, V3.2, V3.4, V2.4, V4.4, V13.2, V16.1, LS4, LS5, CS3.1, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.3, V7.2,**

LS2, CS2.20). These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.4.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design. (**V4.3, V6.2, V10.3, V20.4, LS1**).

DIFFERENTIATION

Expansion

Objective: To describe family members' hobbies and routines in English by using visuals and sentences in the target language.

Activity 1: "A Family Poster"

Before the lesson, the teacher tells students to bring hobby-themed magazine cut-outs to use in the activity. The teacher asks students to work in small groups to create a family poster. Posters should include short descriptions of the family members. Students also draw pictures or paste magazine cut-outs that represent the hobbies and write sentences describing the hobbies on the poster. The teacher encourages students to elaborate on why their family member enjoys the hobby and when/how often they do it. The teacher allows students to organise their posters freely. She/He encourages creativity and asks students to write multiple sentences with connecting words. Students display the completed projects around the classroom on walls, desks, or boards. Students walk around the room in small groups, observing their classmates' work and asking questions. The teacher provides sticky notes for students to leave positive feedback or comments. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To describe family members' hobbies and routines in English by using visuals and sentences in the target language.

Activity 1: "A Family Poster"

Before the lesson the teacher tells students to bring hobby-themed magazine cut-outs to use in the activity. The teacher asks students to work in small groups to create a family poster. Posters should include short descriptions of the family members. The teacher provides a template with guided sections to fill in: ("This is my __ mom, dad, sister", "They like to __ cook/ play ..."). Students also draw pictures or paste magazine cutouts that represent the hobbies and write sentences describing the hobbies on the poster. The teacher provides a word bank with key vocabulary and sentence starters (e.g., "My __ likes to __ because __"). The teacher allows students to organise their posters freely. She/He encourages creativity. Students display the completed projects around the classroom on walls, desks, or boards. Students walk around the room in small groups, observing and reading their classmates' work. The teacher provides sticky notes for students to leave positive feedback or comments. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 5: LIFE IN THE NEIGHBOURHOOD & CITY

Sub-themes: Places for recreation and attractions in the neighbourhood and city; different types of houses

This theme is centred on the concept of “life in the neighbourhood and city” and covers the sub-themes of “places for recreation and attractions in the neighbourhood and city ; different types of houses”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS

10

FIELD SKILLS AND SUPPORTIVE SKILLS

FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Gramaring: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

-

DISPOSITIONS

D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional

Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values

V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills

LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS

Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.5.5.L1. Students can get ready for the listening/watching-comprehension process for the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ; different types of houses” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “life in the neighbourhood and city” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.5.5.L2. Students can bring information about the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ; different types of houses” together through significant details and main components while listening/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.5.5.L3. Students can make meaning of/derive meaning from the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ; different types of houses” through significant details by listening/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.5.5.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ; different types of houses”.

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*
- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.5.5.P1. Students can select and use the target phonological elements of the current content about “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ; different types of houses” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

- a) *Listening to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Students recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG.5.5.R1. Students can get ready for the reading-comprehension process about the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ; different types of houses”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students making significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.5.5.R2. Students can bring information about the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ; different types of houses” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.5.5.R3. Students can make meaning of / derive meaning from the current content about “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ; different types of houses” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.5.5.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ; different types of houses” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.5.V1. Students can select and use the target vocabulary of the current content about “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ; different types of houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening(to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Repeating aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.5.5.G1. Students can select and use the target grammatical elements of the current content about “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ; different types of houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Being familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.5.5.W1. Students can get ready for the writing-expression process about the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ; different types of houses”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.5.5.W2. Students can understand the model/example for the writing task about the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ; different types of houses”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.5.5.W3. Students can organise a content for the assigned writing task on the current content “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ; different types of houses” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*

- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/or unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.5.5.W4. Students can individually construct/form content for the assigned writing task on the current content “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ; different types of houses”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.5.5.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ; different types of houses” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.5.5.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ; different types of houses” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.5.S1. Students can get ready for speaking-expression process about the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ; different types of houses”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.5.5.S2. Students can use the model/example for producing verbal content about the current content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ;different types of houses”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.5.5.S3. Students can organise a new verbal content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ; different types of houses” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.5.5.S4. Students can construct a new verbal content on “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ; different types of houses” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.5.5.S5. Students can reorganise(reconstruct)and use information about the “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ; different types of houses” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.5.5.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ; different types of houses” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

LIFE IN THE NEIGHBOURHOOD & CITY:

Sub-Themes: Places for recreation and attractions in the neighbourhood and city different types of houses.

Target Vocabulary in Use (with revisional vocabulary)

Vocabulary for places for recreation and attractions in the neighbourhood and city: Nouns: A corner, a square, a gym, a coast, a street fair, a hall, a sports centre, an art gallery, a shop (store-AmE), a castle, a tower, a site, a museum, a mosque, a town. Verbs: To cycle, to fish, to jump, to guide, to joke, to experience, to attend. Adjectives: Social, ancient, close, famous, crowded, quiet, modern, traditional, peaceful, brand-new, local. Adverbs: Best, easily. Phrases: To take a tour, to attend an event, to take a photograph, to hire (a bike)(rent-AmE).

Vocabulary for different types of houses and furniture and kitchen utensils: Nouns: A flat (apartment AmE), a kitchen, a bathroom, a bedroom, a sitting room (a living room-AmE), a dining room, a toilet, a garden, a garage), a balcony, a terrace, a corridor (hallway-AmE), a floor, a lift (elevator-AmE), a roof, a bookcase, a sofa, an armchair, a bed, a cupboard, a fridge, an oven (a stove-AmE), a lamp, a knife, a spoon, a fork, a plate, a wardrobe, a dishwasher, a shelf, ground. Verbs: To repair. Adjectives: Wide, wooden, metal, plastic, bright, light, comfortable, bottom, top, glass, steel, handmade. Adverbs: Inside, outside.

Target Grammatical Structures in Use:

- Comparatives of adjectives (regular-irregular): (The sofa is more comfortable than the armchair).
- Possessive 's': (This is Anna's bicycle; she uses it every day.)
- Present Simple Tense: (We cycle to the park every Saturday.)
- There is/are: (There are many paintings in the art gallery. There is a wide sofa in the living room.)

Functions of the Target Grammatical Structures in Use:

- Use of "Comparatives of Adjectives (regular-irregular)": Expressing comparisons between two people, objects, or ideas.
- Use of "Possessive 's'": Indicating ownership or relationship.
- Use of the Present Simple Tense: Expressing habitual actions, general truths, and permanent states.
- Use of "There is/There are": Indicating existence or location.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Social Language in Use:

- Where is the nearest library?
- Our kitchen is the heart of our house!
- Our new flat was ready to move into! (Our new flat was move-in-ready! AmE.)

Target Phonological Sounds in Use:

f, g, h, i, j, k,

Vowel: i (/aɪ/, /ɪ/, /i:/)

Consonants: f: (/f/); g: (/g/, /dʒ/); h: (/h/); j: (/dʒeɪ/, /dʒ/); k: (/k/);

*Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “life in the neighbourhood and city” and its components such as “places for recreation and attractions in the neighbourhood and city; different types of houses” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “life in the neighbourhood and city” and its components such as “places for recreation and attractions in the neighbourhood and city; different types of houses” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

recreation, attractions, places for recreation, places for attractions, neighbourhood, city, different types of houses, places for recreation and attractions in the neighbourhood and city.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will search the Internet for the types of the houses that they have learnt about in the theme so as to collect more information about them. Students will create a dream house for themselves, drawing it by hand or using pictures and/or digital sources. Then they will present it to the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students’ knowledge of “life in the neighbourhood and city” and its components such as “places for recreation and attractions in the neighbourhood and city different types of houses”. As they are lower secondary school students in year 5 (five), they can know what “life in the neighbourhood and city” and its components such as “places for recreation and attractions in the neighbourhood and city different types of houses” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 5 of lower secondary school, they can know some basic vocabulary such as “What is it? It is a shop. Where is it? It is in the city.” about “life in the neighbourhood and city” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in the neighbourhood and city” and its components such as “places for recreation and attractions in the neighbourhood and city ; different types of houses”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “life in the neighbourhood and city”. Therefore, a game can be played to revise all vocabulary and language chunks from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new

vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of “life in the neighbourhood and city” and its components such as “places for recreation and attractions in the neighbourhood and city; different types of houses” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what was it about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “life in the neighbourhood and city” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote/a very short story, watching a pantomime/cartoon story, etc. that has no relation or connection to the current theme and does not require any knowledge of English **(D2.5, SELS2.1, V12.1, LS2, LS4)**.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around “life in the neighbourhood and city” and sub-themes “places for recreation and attractions in the neighbourhood and city ; different types of houses”, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG5.5.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of “life in the neighbourhood and city” during the background recall session, students can have a vision of the current theme as a general concept in the current (new) theme **(D3.2, SELS1.1, V1.1, V5.2, V8.4, V10.2, V14.1, V20.4, LS1, LS4, LS5, CS2.11, CS2.16.2)** So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme **(CS2.6, CS2.8)**. For each theme, a digitally constructed story is

used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme **(CS2.14)**. It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about **(CS2.8)**. As they have already seen a scene from a film about the theme and the pictures, realia, etc. they can easily answer what the current theme will be about and that their guesses were true **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V1.1, V5.2, V8.4, V10.2, V14.1, V20.4, LS2, LS4, CS2.10, CS2.17)**

ENG5.5.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about the theme shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the “life in the neighbourhood and city” in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V3.3, V3.4, V1.1, V5.2, V8.4, V10.2, V14.1, V20.4, LS2, LS4, LS5, CS2.14, CS2.16.2)**.

ENG5.5.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content, some realia brought into the classroom by the teacher could be used **(V1.1, V5.2, V8.4, V10.2, V14.1, V20.4, LS5)**. The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme “life in the neighbourhood and city” is mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme “life in the neighbourhood and city” and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, V11.1, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG5.5.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG5.5.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about the theme “life in the neighbourhood and city” and the words and/or word groups for the sub-themes topics “places for recreation and attractions in the neighbourhood and city ; different types of houses”, the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced (**V1.1, V5.2, V8.4, V10.2, V14.1, V20.4, LS4, LS5, CS2.6**). She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes (**LS2, CS2.16.3**). The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both (**CS2.8**). To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers (**D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V11.1, V20.4, LS1, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the sub-themes topics “places for recreation and attractions in the neighbourhood and city ; different types of houses”, the students listen (**CS2.9**); then the teacher says the target words/word groups and acts them out, the students repeat after her/him (**SELS2.1, CS2.14**). Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for the sub-themes houses” (**D2.3, D2.5, V1.1, V5.2, V8.4, V10.2, V14.1, V20.4, LS5**). As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice (**SELS2.3, CS2.8, CS2.11**). They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom (**CS2.12**). Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games (**SELS2.1, V7.2, LS5, LS9**). The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically (**CS3.1**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills (**SELS2.2**). The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them (**CS2.13**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. (**D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4**).

ENG5.5.R1

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used (**V3.2, LS2, LS4**). Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme (**V3.4, LS1, CS2.3, CS2.6**). The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way (**V3.3, V7.2, LS5, CS3.3**). For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words)

surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG5.5.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG5.5.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text **(SELS2.2)**. One peer reads the first half of the text and the second peer reads the other half of the text in a given time **(CS2.6)**. They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style **(D2.4, D3.6, V3.4, V4.2, V16.2, LS1, CS2.8, CS2.9)**. Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher **(CS2.14)**. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones **(SELS2.1)**. From display to communicative open-ended, various types of questions are used to understand the meaning of the text **(SELS3.1, SELS3.2, CS2.6)**. During this process students work collaboratively to exchange information, thoughts, and feelings **(D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8)**.

ENG5.5.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(D 2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1)**.

ENG5.5.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, students remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions **(SELS1.1)**. As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme **(V3.2, LS1)**.

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items **(D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7)**. Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about the theme **(CS2.8)**. They underline the words whose meaning they do not know while reading silently **(CS2.17)**. Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words **(D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7)**.

To introduce and practise the meanings of the target vocabulary related to the theme, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know **(V1.1, V5.2, V8.4, V10.2, V14.1, V20.4, LS5, CS2.16.1, CS2.6)**. By guessing what they are, the students hear the English equivalents of the words for the theme and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words **(D1.2, D1.6, D3.7, CS2.10)**. This is conducted in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)** (7), (8), and (9) in the section

1.2. Principles for the Implementation of the English Curriculum. **(V3.3, LS1, LS2, LS4)**. After having watched the introductory digital story, the teacher shows some pictures for the sub-themes, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him **(D2.3, V1.1, V5.2, V8.4, V10.2, V14.1, V20.4, LS5, CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures, and symbolic images for some categories about the components of the theme "life in the neighbourhood and city". She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V1.1, V5.2, V8.4, V10.2, V14.1, V20.4, LS5, CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme **(D3.2, D3.8, SELS2.2, V1.1, V5.2, V8.4, V10.2, V14.1, V20.4, LS5)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen **(SELS1.2, V3.4, V11.1, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other's spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection,

and use of the new target vocabulary items, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King's game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher's objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in context **(D2.5, D.3.3, SELS3.1, SELS3.2, V1.1, V5.2, V8.4, V10.2, V14.1, V20.4, LS5, LS9, CS2.20)**. Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.5.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme "life in the neighbourhood and city", the introductory digital story or an extract from it played so that the students can notice the target language chunks **(D3.2, CS2.2)**. While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same **(V3.2, LS2, CS2.14)**. She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/blackboard/whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures **(SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2)**. To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board/blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board **(D3.2, SELS3.2, V3.3)**. She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher **(CS2.7)**. These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them **(CS2.9)**. Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class **(SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2)**. Both the teacher and the class members give feedback to the students as they say their sentences **(CS2.19)**. The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. **(V4.3, V6.2, V10.3)**.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme "life in the neighbourhood and city", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them **(SELS3.2, V1.1, V5.2, V8.4, V10.2, V14.1, V20.4, LS5, CS2.4, CS2.6, CS2.8)**. She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4)**.

ENG5.5.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme, as in other themes. **(V1.1, V5.2, V8.4, V10.2, V14.1, V20.4, LS5).**

ENG5.5.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme "life in the neighbourhood and city". They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it **(SELS3.1)**. While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling and so on **(D3.1, V3.4, LS1, CS2.4, CS2.16.3)**.

ENG5.5.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20)**.

ENG5.5.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings **(D2.5, D3.3, SELS3.2, CS2.13)**. All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level. **(V3.4, V7.2, V12.1, LS1, LS4, LS9)**.

ENG5.5.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme in their writing **(SELS2.2, SELS2.3, V1.1, V5.2, V8.4, V10.2, V14.1, V20.4, LS5, LS9, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways **(D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20)**. These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.5.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(D1.5, SELS1.3, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different

activities for creating versatile reflection sessions in a fun and collaborative design. **(V4.3, V6.2, V10.3, V20.4, LS1).**

ENG5.5.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme. **(V1.1, V5.2, V8.4, V10.2, V14.1, V20.4, LS5).**

ENG5.5.S2

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used **(CS2.6)**. They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context **(D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4).**

ENG5.5.S3

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc **(D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13).**

ENG5.5.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme **(SELS2.2, SELS3.2, V1.1, V5.2, V8.4, V10.2, V14.1, V20.4, LS5, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20).**

ENG5.5.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme "life in the neighbourhood and city" in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20)**. Picture strip stories can be used at the end of each theme to provide a consolidation and revision **(V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14)**. These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme and its components such as "places for recreation and attractions in the neighbourhood and city; different types of houses" **(V1.1, V5.2, V8.4, V10.2, V14.1, V20.4, LS4, LS5, CS3.1, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20)**. These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.5.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(SELS1.3, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design. **(V4.3, V6.2, V10.3, V20.4, LS1)**.

DIFFERENTIATION**Expansion**

Objective: To talk about attractions in the city in English by using comparative forms of adjectives.

Activity 1: The Best Attraction

The teacher divides the class into small groups. Each group selects a specific real or fictional attraction in the city (the art museum, the zoo, the amusement park...) Groups should gather information about their attractions, focusing on characteristics that can be compared. The teacher tells them to think about factors such as: size, popularity, activities available. Students prepare a short presentation using comparative forms. They should focus on why their attraction is the best choice for visitors. Each group presents their chosen attraction. After each presentation, the teacher allows time for questions from other groups and encourages them to challenge each other's claims using comparative language. ("Why is the park more exciting than the historical site?"). After each presentation, the teacher gives constructive feedback and encourages students to give feedback using specific criteria. For example, they could comment on the clarity of the comparisons made, the use of comparative language, and the overall presentation style. After completing the presentations, students can reflect on their experience by using emojis to express their thoughts and feelings. They can choose emojis to represent various aspects of the activity, such as what they learned, how they felt about their presentation, and what they found challenging. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about attractions in the city in English by using comparative forms of adjectives.

Activity: The Best Attraction

The teacher divides the class into small groups. Each group selects a specific attraction in the city (the art museum, the park, the amusement park...). The teacher provides a vocabulary list with simple adjectives, visuals and definitions. She/He also gives sentence starters to help them form sentences. Students write a few sentences using comparative forms. Each group presents their chosen attraction. After each presentation, the teacher gives constructive feedback and encourages students to give feedback using specific criteria. For example, they could comment on the clarity of the comparisons made, the use of comparative language, and the overall presentation style. After completing the presentations, students can reflect on their experience by using emojis to express their thoughts and feelings. They can choose emojis to represent various aspects of the activity, such as what they learned, how they felt about their presentation, and what they found challenging. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 6: LIFE IN THE WORLD

Sub-themes: Basic food types; ordering in a restaurant; food events in the city

This theme is centred on the concept of “life in the world” and covers the sub-themes of “basic food types; ordering in a restaurant; food events in the city”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS

10

FIELD SKILLS AND SUPPORTIVE SKILLS

FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Gramming: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

-

DISPOSITIONS

D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values

V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V15. Love and Affection, V16. Responsibility, V17. Thriftiness, V20. Benevolence

Literacy Skills

LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS9. Art Literacy

INTERDISCIPLINARY**RELATIONS**

Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS

CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.5.6.L1. Students can get ready for the listening/watching-comprehension process for the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “life in the world” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.5.6.L2. Students can bring information about the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city” together through significant details and main components while listening/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.5.6.L3. Students can make meaning of/derive meaning from the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city” through significant details by listening/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.5.6.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city”.

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*

- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.5.6.P1. Students can select and use the target phonological elements of the current content about “life in the world with basic food types; ordering in a restaurant; food events in the city” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

- a) *Students listen to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Students recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG.5.6.R1. Students can get ready for the reading-comprehension process about the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students making significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.5.6.R2. Students can bring information about the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.5.6.R3. Students can make meaning of / derive meaning from the current content about “life in the world with basic food types; ordering in a restaurant; food events in the city” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*

- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.5.6.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the world with basic food types; ordering in a restaurant; food events in the city” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.6.V1. Students can select and use the target vocabulary of the current content about “life in the world with basic food types; ordering in a restaurant; food events in the city” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Repeating aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.5.6.G1. Students can select and use the target grammatical elements of the current content about “life in the world with basic food types; ordering in a restaurant; food events in the city” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Being familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*

- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.5.6.W1. Students can get ready for the writing-expression process about the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.5.6.W2. Students can understand the model/example for the writing task about the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.5.6.W3. Students can organise a content for the assigned writing task on the current content “life in the world with basic food types; ordering in a restaurant; food events in the city” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.5.6.W4. Students can individually construct/form content for the assigned writing task on the current content “life in the world with basic food types; ordering in a restaurant; food events in the city”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*

- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.5.6.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the world with basic food types; ordering in a restaurant; food events in the city” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.5.6.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the world with basic food types; ordering in a restaurant; food events in the city” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.6.S1. Students can get ready for speaking-expression process about the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.5.6.S2. Students can use the model/example for producing verbal content about the current content on “life in the world with basic food types; ordering in a restaurant; food events in the city”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.5.6.S3. Students can organise a new verbal content on “life in the world with basic food types; ordering in a restaurant; food events in the city” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*

- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.5.6.S4. Students can construct a new verbal content on “life in the world with basic food types; ordering in a restaurant; food events in the city” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.5.6.S5. Students can reorganise (reconstruct) and use information about the “life in the world with basic food types; ordering in a restaurant; food events in the city” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.5.6.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the world with basic food types; ordering in a restaurant; food events in the city” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

LIFE IN THE WORLD:

Sub-Themes: Basic food types; ordering in a restaurant; food events the city.

Target Vocabulary in Use:

Vocabulary for basic food types: Nouns: Dairy, nuts, beef, beans, a sweet (candy-AmE), a biscuit (cookie-AmE), jam, oil, a lemon, a top, a bottom, a bit, amount, soup, a salad, spices, sugar, butter, salt, pasta, flour, bread, tuna, a tart, garlic, meat, a plate, a recipe. Verbs: To boil, to cut, to wash, to dry, to heat, to taste, to contain, to need, to mash, to prepare, to slice, to cook. Adjectives: Fresh, home-made, boiled, healthy, light, sweet, fatty, special. Adverbs: Carefully, slowly, quickly. Phrases: To put on weight, to lose weight, at/on the top of.

Vocabulary for ordering in a restaurant: Nouns: Sauce, tip, a bowl, a bit, a chef, a dessert, a drink (a beverage-AmE), an order, a service, a side, tasting, a recipe, a quality, amount, a meal, a main dish, a starter (an appetizer-AmE). Verbs: To order, to serve, to book, to taste, to pay, to smell, to recommend, to reserve. Adjectives: Empty, tasty, delicious. Phrases: To book a table, to pay in cash.

Target Grammatical Structures in Use:

-“Can” for Permission: (Can I pay in cash?)

-“Have got/Has got”: (She has got a new recipe.)

-Countable and Uncountable Nouns: (How many lemons do you need for the recipe?)

Functions of the Target Grammatical Structures in Use:

-Use of Modal “Can” for Permission: Asking or giving permission

-Use of Modal “Have got/Has got”: Expressing possession.

-Use of Countable and Uncountable nouns: Expressing the amount of quantity of nouns.

***National and Religious Days, Festivals, and Celebrations:** “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”.
 *(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Social Language in Use:

Let’s eat out!

This problem is a hot potato!

My sister is buttering my mother up to get permission to go to the cinema!

Target Phonological Sounds in Use:

l, m, n, (ng), o, p

Vowel: o: (/əʊ/, /ɒ/, /æʊ/)

Consonants: l: (/ɛl/, /l/); m (/ɛm/, /m/); n: (/ɛn/, /n/); ng: (/ng/); p: (/pi:/, /p/)

*Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “life in the world” and its components such as “basic food types; ordering in a restaurant; food events in the city” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “life in the world” and its components such as

“basic food types; ordering in a restaurant; food events in the city” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

food, food types, basic food types; ordering, restaurants, ordering in a restaurant; food events in the city.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will work in pairs to create a short dialogue about ordering food in different types of restaurants and cafés. Each pair will include things like greetings, asking about the menu, choosing food, and talking about preferences. Then they will act out their dialogue in front of the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students’ knowledge of “life in the world” and its components such as “basic food types; ordering in a restaurant; food events in the city”. As they are lower secondary school students in year 5 (five), they can know what “life in the world” and its components such as “basic food types; ordering in a restaurant; food events in the city” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 5 of lower secondary school, they can know some basic vocabulary about “life in the world” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in the world” and its components such as “basic food types; ordering in a restaurant; food events in the city”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “life in the world”. Therefore, a dialogue game can be played to revise all vocabulary and language chunks from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of “life in the world” and its components such as “basic food types; ordering in a restaurant; food events in the city” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate

to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what was it about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “life in the world” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote/a very short story, watching a pantomime/cartoon story, etc. that has no relation or connection to the current theme and does not require any knowledge of English **(D2.5, SELS2.1, V12.1, LS2, LS4)**.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around “life in the world” and sub-themes “basic food types; ordering in a restaurant; food events in the city”, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG5.6.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of “life in the world” during the background recall session, students can have a vision of the current theme as a general concept in the current (new) theme **(D3.2, SELS1.1, V3.2, V13.1, V13.4, V14.1, V15.5, V17.1, V17.2, LS1, LS4, LS5, CS2.11, CS2.16.2)**. So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme **(CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme **(CS2.14)**. It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about **(CS2.8)**. As they have already seen a scene from a film about the theme and the pictures, realia, etc. they can easily answer what the current theme will be about and that their guesses were true **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, LS2, LS4, CS2.10, CS2.17)**.

ENG5.6.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about the theme shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the “life in the world” in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V3.3, V3.4, V13.1, V13.4, V14.1, V15.5, V17.1, V17.2, LS2, LS4, LS5, CS2.14, CS2.16.2)**.

ENG5.6.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content, some realia brought into the classroom by the teacher could be used **(V13.1, V13.4, V14.1, V15.5, V17.1, V17.2, LS5)**. The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme “life in the world” is mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme “life in the world” and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, V11.1, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG5.6.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(V11.1, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG5.6.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about the theme “life in the world” and the words and/or word groups for the sub-themes “basic food types; ordering in a restaurant; food events in the city”, the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V3.3, V13.1, V13.4, V14.1, V15.5, V17.1, V17.2, LS4, LS5, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening

to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V11.1, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the sub-themes “basic food types; ordering in a restaurant; food events in the city”, the students listen **(CS2.9)**; then the teacher says the target words/word groups and acts them out, the students repeat after her/him **(SELS2.1, CS2.14)**. Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for the sub-themes **(D2.3, D2.5, V3.3, V13.1, V13.4, V14.1, V15.5, V17.1, V17.2, LS5)**. As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice **(SELS2.3, CS2.8, CS2.11)**. They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom **(CS2.12)**. Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games **(SELS2.1, V7.2, LS5, LS9)**. The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically **(CS3.1)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills **(SELS2.2)**. The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them **(CS2.13)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. **(D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4)**.

ENG5.6.R1

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used **(V3.2, LS2, LS4)**. Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme **(V3.4, LS1, CS2.3, CS2.6)**. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way **(V3.3, V7.2, LS5, CS3.3)**. For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements

(e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG5.6.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG5.6.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text **(SELS2.2)**. One peer reads the first half of the text and the second peer reads the other half of the text in a given time **(CS2.6)**. They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style **(D2.4, D3.6, V3.4, V4.2, V16.2, LS1, CS2.8, CS2.9)**. Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher **(CS2.14)**. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones **(SELS2.1)**. From display to communicative open-ended, various types of questions are used to understand the meaning of the text **(SELS3.1, SELS3.2, CS2.6)**. During this process students work collaboratively to exchange information, thoughts, and feelings **(D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8)**.

ENG5.6.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(D 2.3 , D3.5, V4.2, V6.2, V10.3, V12.1, LS1)**.

ENG5.6.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, students remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/ watching, and pre-reading sessions **(SELS1.1)**. As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme **(V3.2, LS1)**.

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items **(D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7)** Then the students read the written version of the digital story again silently,

(or the reading text in the reading section), to check whether they know any of the target vocabulary items about the theme **(V16.3, CS2.8)**. They underline the words whose meaning they do not know while reading silently **(CS2.17)**. Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words **(D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7)**.

To introduce and practise the meanings of the target vocabulary related to the theme, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know **(V13.1, V13.4, V14.1, V15.5, V17.1, V17.2, LS5, CS2.16.1, CS2.6)**. By guessing what they are, the students hear the English equivalents of the words for the theme and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words **(D1.2, D1.6, D3.7, CS2.10)**. This is conducted in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)** (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. **(V3.3, V3.4, LS1, LS2, LS4)**. After having watched the introductory digital story, the teacher shows some pictures for the sub-themes, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him **(D2.3, V13.1, V13.4, V14.1, V15.5, V17.1, V17.2, LS5, CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures, and symbolic images for some categories about the components of the theme "life in the world". She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V13.1, V13.4, V14.1, V15.5, V17.1, V17.2, LS5, CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme **(D3.2, D3.8, SELS2.2, V13.1, V13.4, V14.1, V15.5, V17.1, V17.2, LS5)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen **(SELS1.2, V3.4, V11.1, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other's spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection, and use of the new target vocabulary items, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King's game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher's objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in context **(D2.5, D3.3, SELS3.1, SELS3.2, V4.2, V4.4, V13.1, V13.4, V14.1, V15.5, V17.1, V17.2, LS5, LS9, CS2.20)**. Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.6.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme "life in the world", the introductory digital story or an extract from it played so that the students can notice the target language chunks **(D3.2, CS2.2)**. While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same **(V3.2, LS2, CS2.14)**. She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures **(SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2)**. To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/ whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board **(D3.2, SELS3.2, V3.3)**. She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher **(CS2.7)**. These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them **(CS2.9)**. Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class **(SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2)**. Both the teacher and the class members give feedback to the students as they say their sentences **(CS2.19)**. The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. **(V4.3, V6.2, V10.3)**.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme "life in the world", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them **(SELS3.2, V3.3, V13.1, V13.4, V14.1, V15.5, V17.1, V17.2, LS5, CS2.4, CS2.6, CS2.8)**. She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4)**.

ENG5.6.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme, as in other themes. **(V3.2, V13.1, V13.4, V14.1, V15.5, V17.1, V17.2, LS5)**.

ENG5.6.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme “life in the world” They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it **(SELS3.1)**. While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling and so on **(D3.1, V3.4, LS1, CS2.4, CS2.16.3)**.

ENG5.6.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher’s feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(D1.3, D3.1, SELS3.2,V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20)**.

ENG5.6.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings **(D2.5, D3.3, SELS3.2, CS2.13)**. All the content is expected to be contextual, practical, authentic, real, and appropriate to the students’ interests and language level. **(V3.4, V7.2, V12.1, LS1, LS4, LS9)**.

ENG5.6.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme in their writing **(SELS2.2, SELS2.3, V3.4, V4.2, V13.1, V13.4, V14.1, V15.5, V17.1, V17.2, LS5, LS9, CS2.20)**. AI- based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways **(D3.3, SELS3.2, SELS3.3,V7.2, LS2, CS2.20)**. These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.6.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(D1.5, SELS1.3, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design. **(V4.3, V6.2, V10.3, V20.4, LS1)**.

ENG5.6.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme **(V3.2, V3.4, V13.1, V13.4, V14.1, V15.5, V17.1, V17.2, LS5)**.

ENG5.6.S2

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used **(CS2.6)**. They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context **(D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4)**.

ENG5.6.S3

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc **(D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13)**.

ENG5.6.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme **(SELS2.2, SELS3.2, V4.2, V13.1, V13.4, V14.1, V15.5, V17.1, V17.2, LS5, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20)**.

ENG5.6.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme "life in the world" in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20)**. Picture strip stories can be used at the end of each theme to provide a consolidation and revision **(V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14)**. These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme and its components such as "basic food types; ordering in a restaurant; food events in the city" **(V3.4, V4.2, V13.1, V13.4, V14.1, V15.5, V17.1, V17.2, LS4, LS5, CS3.1, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20)**. These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.6.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(SELS1.3, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design. **(V4.3, V6.2, V10.3, V20.4, LS1)**.

DIFFERENTIATION**Expansion**

Objective: To order food in a restaurant in English by using vocabulary and phrases related to food.

Activity 1: Restaurant Role-Play

The teacher provides a sample menu with prices for reference and asks students to work in small groups in order to create their own restaurant menus. Menus should include types of food (e.g., appetizers, main courses, desserts) with descriptions, images/drawings of food and prices. When the menus are ready, the teacher explains the role play activity. The teacher assigns roles within each group: waiter/waitress, customers. Each group creates a simple restaurant scenario. The teacher allows groups time to practice their role-play scenarios. Each group presents their role-play to the class, simulating a real restaurant experience. The teacher encourages other students to observe and give constructive feedback. To reflect on their learning experience, students write down one thing they did well and one thing they want to improve for next time. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To order food in a restaurant in English by using target vocabulary and phrases related to food.

Activity: Restaurant Role-Play

The teacher provides a sample menu with prices for reference and asks students to work in small groups in order to create their own restaurant menus. Menus should include types of food (e.g., appetizers, main courses, desserts), images/drawings of food and prices. The teacher gives a list of common phrases and vocabulary, visual aids (like picture menu) to support their understanding. When the menus are ready, the teacher explains the role play activity. The teacher assigns roles within each group: waiter/waitress, customers. Each group creates a simple restaurant scenario. The teacher provides sentence frames to help students structure their conversations. (For example: Customer: "Hello! I would like to order the ____". Waiter: "Sure! Would you like anything to eat?" Customer: "Yes, I'll have a ____"). The teacher allows groups time to practice their role-play scenarios. Each group presents their role-play to the class, simulating a real restaurant experience. The teacher encourages other students to observe and give constructive feedback. To reflect on their learning experience, students write down one thing they did well and one thing they want to improve for next time. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 7: LIFE IN NATURE

Sub-themes: Types of animals in nature; wild animals in nature; their habitats

This theme is centred on the concept of “life in nature” and covers the sub-themes of “types of animals in nature; wild animals in nature; their habitats”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS

10

FIELD SKILLS AND SUPPORTIVE SKILLS

FLFS1. Listening/Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Gramming: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

-

DISPOSITIONS

D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional

Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values

V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V16. Responsibility, V18. Cleanliness, V20. Benevolence

Literacy Skills

LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG5.7.L1. Students can get ready for the listening/watching-comprehension process for the current content on “life in nature with types of animals in nature; wild animals in nature; their habitats” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “life in nature” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG5.7.L2. Students can bring information about the current content on “life in nature with types of animals in nature; wild animals in nature; their habitats” together through significant details and main components while listening/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG5.7.L3. Students can make meaning of/derive meaning from the current content on “life in nature with types of animals in nature; wild animals in nature; their habitats” through significant details by listening/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG5.7.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in nature with types of animals in nature; wild animals in nature; their habitats”.

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*

- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG5.7.P1. Students can select and use the target phonological elements of the current content about “life in nature with types of animals in nature; wild animals in nature; their habitats” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

- a) *Students listen to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Students recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG5.7.R1. Students can get ready for the reading-comprehension process about the current content on “life in nature with types of animals in nature; wild animals in nature; their habitats”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG5.7.R2. Students can bring information about the current content on “life in nature with types of animals in nature; wild animals in nature; their habitats” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG5.7.R 3. Students can make meaning of / derive meaning from the current content about “life in nature with types of animals in nature; wild animals in nature; their habitats” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*

- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG5.7.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in nature with types of animals in nature; wild animals in nature; their habitats” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG5.7.V1. Students can select and use the target vocabulary of the current content about “life in nature with types of animals in nature; wild animals in nature; their habitats” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Repeating aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG5.7.G1. Students can select and use the target grammatical elements of the current content about “life in nature with types of animals in nature; wild animals in nature; their habitats” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Being familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*

- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG5.7.W1. Students can get ready for the writing-expression process about the current content on “life in nature with types of animals in nature; wild animals in nature; their habitats”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG5.7.W2. Students can understand the model/example for the writing task about the current content on “life in nature with types of animals in nature; wild animals in nature; their habitats”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide by examining it carefully.*

ENG5.7.W3. Students can organise a content for the assigned writing task on the current content “life in nature with types of animals in nature; wild animals in nature; their habitats” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG5.7.W4. Students can individually construct/form content for the assigned writing task on the current content “life in nature with types of animals in nature; wild animals in nature; their habitats”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*

- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG5.7.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “life in nature with types of animals in nature; wild animals in nature; their habitats” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG5.7.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in nature with types of animals in nature; wild animals in nature; their habitats” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG5.7.S1. Students can get ready for speaking-expression process about the current content on “life in nature with types of animals in nature; wild animals in nature; their habitats”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG5.7.S2. Students can use the model/example for producing verbal content about the current content on “life in nature with types of animals in nature; wild animals in nature; their habitats”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG5.7.S3. Students can organise a new verbal content on “life in nature with types of animals in nature; wild animals in nature; their habitats” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG5.7.S4. Students can construct a new verbal content on “life in nature with types of animals in nature; wild animals in nature; their habitats” by speaking accurately, efficiently, and authentically.

- a) Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG5.7.S5. Students can reorganise (reconstruct) and use information about the “life in nature with types of animals in nature; wild animals in nature; their habitats” to communicate with other people.

- a) Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG5.7.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in nature with types of animals in nature; wild animals in nature; their habitats” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

LIFE IN NATURE:

Sub-themes: Types of animals in nature; wild animals in nature; their habitats

Target Vocabulary in Use:

Vocabulary for types of animals in nature: Nouns: A bird, an insect, a reptile, a mammal. Adjectives: Wild, huge, enormous, furry, quiet, scary, quick, strong, dangerous, fast, slow. Body parts of animals: Nouns: A tail, a tusk, a paw, a wing.

Vocabulary for wild animals in nature: Nouns: A bear, a lion, a tiger, a wolf, a giraffe, a monkey, an elephant, a zebra, a penguin, a parrot, a snake, a crocodile, a gorilla, a leopard, a whale, an eagle, a shark, a seal, a seagull. Verbs: To attack, to move, to hunt, to run, to survive, to talk, to fly, to climb, to swing.

Vocabulary for their habitats: Nouns: A farm, a field, a forest, a jungle, a river, a coast, a savanna (savannah-AmE), an ocean, the sky, national park.

Target Grammatical Structures in Use:

–“Can” for Capability and Ability: (Tigers can attack their prey in the open savanna.)

–“Must” for External Obligation: (Birds must travel long distances to find warmer habitats during the winter months.)

–“Wh- questions” (where): (Where can you find lions in their natural habitat?)

– Comparative and Superlative Adjectives: (A tiger is bigger than a monkey.) (The lion is the strongest animal in the forest.)

Functions of the Target Grammatical Structures in Use:

–Use of Modal “Can” for Capability and Ability: Expressing the ability of animals or people to do something (to perform an action).

–Use of Modal “Must” for External Obligation: Expressing an obligation or necessity arising from external circumstances or rules.

–Use of “Wh- questions” (where): Asking about the location or place where an action occurs or something exists.

–Use of Comparative and Superlative Adjectives: Comparing characteristics of animals, things, and/or people

***National and Religious Days, Festivals, and Celebrations:** “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”.

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social, and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Social Language in Use:

That is the lion’s share!

Don’t forget, curiosity killed the cat!

Please stop crying wolf!

Target Phonological Sounds in Use:

q, r, s, t, u

Vowel: u: (/ju:/, /ʌ/, /ju:/)

Consonants: q: /kju:/, r: /ɑ:/ (Br), /r/ (AmE); s: (/s/, /ɛs/, /z/); t: (/ti:/, /t/)

*Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “life in nature” and its components such as “types of animals in nature; wild animals in nature; their habitats” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower secondary school student will know what “life in nature” and its components such as “types of animals in nature; wild animals in nature; their habitats” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

animals, nature

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will write a project about wild animals in terms of their living conditions and their protection. The project could include Internet search, collecting pictures, recording sounds etc. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students’ knowledge of “life in nature” and its components such as “types of animals in nature; wild animals in nature; their habitats”. As they are lower secondary school students in year 5 (five), they can know what “life in nature” and its components such as “types of animals in nature; wild animals in nature; their habitats” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case, English.

As they are students in year 5 of lower secondary school, they can know some basic vocabulary about “life in nature” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in nature” and its components such as “types of animals in nature; wild animals in nature; their habitats”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “life in nature”. Therefore, a dialogue game can be played to revise all vocabulary and language chunks from the themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices).

Establishing Links

Students can recall the current (theme) concept of “life in nature” and its components such as “types of animals in nature; wild animals in nature; their habitats” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what was it about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “life in nature” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote/a very short story, watching a pantomime/cartoon story, etc. that has no relation or connection to the current theme and does not require any knowledge of English **(D2.5, SELS2.1, V12.1, LS2, LS4)**.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around “life in nature” and sub-themes “types of animals in nature; wild animals in nature; their habitats”, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG5.7.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of “life in nature” during the background recall session, students can have a vision of the current theme as a general concept in the current (new) theme **(D3.2, SELS1.1, V3.2, V5.2, V9.1, V9.2, V9.3, V13.4, V16.2, V18.3, LS1, LS4, LS8, CS2.11, CS2.16.2)**. So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme **(CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target

pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme **(CS2.14)**. It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about **(CS2.8)**. As they have already seen a scene from a film about the theme and the pictures, realia, etc. they can easily answer what the current theme will be about and that their guesses were true **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, V16.3, LS2, LS4, CS2.10, CS2.17)**.

ENG5.7.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about the theme shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the “life in nature” in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V3.3, V3.4, V5.2, V9.1, V9.2, V9.3, V13.4, V16.2, V18.3, LS2, LS4, CS2.14, CS2.16.2)**.

ENG5.7.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content, some realia brought into the classroom by the teacher could be used **(V5.2, V9.1, V9.2, V9.3, V13.4, V16.2, V18.3)**. The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme “life in nature” is mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme “life in nature” and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, V11.1, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG5.7.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening–watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG5.7.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about the theme “life in nature” and the words and/or word groups for the sub-themes “types of animals in nature; wild animals in nature; their habitats” the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V5.2, V9.1, V9.2, V9.3, V13.4, V16.2, V18.3, LS4, LS8, CS2.6.)** She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V11.1, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the sub-themes “types of animals in nature; wild animals in nature; their habitats”, the students listen **(CS2.9)**; then the teacher says the target words/word groups and acts them out, the students repeat after her/him **(SELS2.1, CS2.14)**. Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for the sub-themes **(D2.3, D2.5, V5.2, V9.1, V9.2, V9.3, V13.4, V16.2, V18.3, LS8)**. As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice **(SELS2.3, CS2.8, CS2.11)**. They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom **(CS2.12)**. Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games **(SELS2.1, V7.2, LS5, LS9)**. The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically **(CS3.1)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills **(SELS2.2)**. The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them **(CS2.13)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. **(D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4)**.

ENG5.7.R1

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used **(V3.2, LS2, LS4)**. Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme **(V3.4, LS1, CS2.3, CS2.6)**. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way **(V3.3, V7.2, CS3.3)**. For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of

the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG5.7.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG5.7.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text **(SELS2.2)**. One peer reads the first half of the text and the second peer reads the other half of the text in a given time **(CS2.6)**. They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style **(D2.4, D3.6, V3.4, V4.2, V16.2, LS1, CS2.8, CS2.9)**. Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher **(CS2.14)**. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones **(SELS2.1)**. From display to communicative open-ended, various types of questions are used to understand the meaning of the text **(SELS3.1, SELS3.2, CS2.6)**. During this process students work collaboratively to exchange information, thoughts, and feelings **(D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8)**.

ENG5.7.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(D 2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1)**.

ENG5.7.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, students remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions **(SELS1.1)**. As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme **(V3.2, LS1)**.

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items **(D3.2, D3.6, LS1, LS2, LS4, CS2.4, CS2.6, CS2.7)**. Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about the theme **(V16.3, CS2.8)**. They underline the words whose meaning they do not know while reading silently **(CS2.17)**. Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words **(D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7)**.

To introduce and practise the meanings of the target vocabulary related to the theme, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know **(V5.2, V9.1, V9.2, V9.3, V13.4, V16.2, V18.3, LS8, CS2.16.1, CS2.6)**. By guessing what they are, the students hear the English equivalents of the words for the theme and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words **(D1.2, D1.6, D3.7, CS2.10)**. This is conducted in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)** (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. **(V3.3, V3.4, LS1, LS2, LS4)**. After having watched the introductory digital story, the teacher shows some pictures for the sub-themes, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him **(D2.3, V5.2, V9.1, V9.2, V9.3, V13.4, V16.2, V18.3, CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures, and symbolic images for some categories about the components of the theme "life in nature". She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V5.2, V9.1, V9.2, V9.3, V13.4, V16.2, V18.3, LS8, CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme **(D3.2, D3.8, SELS2.2, V5.2, V9.1, V9.2, V9.3, V13.4, V16.2, V18.3, LS8)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen **(SELS1.2, V3.4, V11.1, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other's spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection, and use of the new target vocabulary items, the teacher could organise activities and tasks using pictures,

flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King's game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher's objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in context **(D2.5, D.3.3, SELS3.1, SELS3.2, V4.2, V4.4, V5.2, V9.1, V9.2, V9.3, V13.4, V16.2, V18.3, LS8, LS9, CS2.20)**. Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.7.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme "life in nature", the introductory digital story or an extract from it played so that the students can notice the target language chunks **(D3.2, CS2.2)**. While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same **(V3.2, LS2, CS2.14)**. She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/ blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures **(SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2)**. To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board **(D3.2, SELS3.2, V3.3)**. She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher **(CS2.7)**. These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them **(CS2.9)**. Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class **(SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2)**. Both the teacher and the class members give feedback to the students as they say their sentences **(CS2.19)**. The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. **(V4.3, V6.2, V10.3)**.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme "life in nature", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them **(SELS3.2, V3.3, V5.2, V9.1, V9.2, V9.3, V13.4, V16.2, V18.3, LS8, CS2.4, CS2.6, CS2.8)**. She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4)**.

ENG5.7.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme, as in other themes. (**V3.2, V5.2, V9.1, V9.2, V9.3, V13.4, V16.2, V18.3**).

ENG5.7.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme "life in nature". They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it (**SELS3.1**). While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling and so on (**D3.1, V3.4, LS1, CS2.4, CS2.16.3**).

ENG5.7.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20**).

ENG5.7.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings (**D2.5, D3.3, SELS3.2, CS2.13**). All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level. (**V3.4, V7.2, V12.1, LS1, LS4, LS9**).

ENG5.7.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme in their writing (**SELS2.2, SELS2.3, V3.4, V4.2, V5.2, V9.1, V9.2, V9.3, V13.4, V16.2, V18.3, LS8, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**) These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.7.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel

about them **(D1.5, SELS1.3, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design. **(V4.3, V6.2, V10.3, V20.4, LS1)**.

ENG5.7.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme. **(V3.2, V3.4, V5.2, V9.1, V9.2, V9.3, V13.4, V16.2, V18.3, LS8)**

ENG5.7.S2

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used **(CS2.6)**. They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context **(D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4)**.

ENG5.7.S3

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc **(D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13)**.

ENG5.7.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme **(SELS2.2, SELS3.2, V4.2, V5.2, V9.1, V9.2, V9.3, V13.4, V16.2, V18.3, LS8, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20)**.

ENG5.7.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme "life in nature" in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20)**. Picture strip stories can be used at the end of each theme to provide a consolidation and revision **(V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14)**. These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme and its components such as "types of animals in nature; wild animals in nature; their habitats" **(V3.4, V4.2, V5.2, V9.1, V9.2, V9.3, V13.4, V16.2, V18.3, LS4, LS8, CS3.1, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20)**. These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles

for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.7.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(SELS1.3, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design. **(V4.3, V6.2, V10.3, V20.4, LS1)**.

DIFFERENTIATION

Expansion

Objective: To engage in conversations about animals and their habitats in English by using the target vocabulary and the grammar chunks (Modal-Can).

Activity 1: Guess who I am!

The teacher divides the class into groups of three/four and distributes a set of picture cards about animals. She/He asks the students to make sentences about what type of animal that is (e.g., It is a reptile, It is a bird, It is a mammal) and where we can find it in its natural habitat (e.g., We can find it in a forest, We can find it in a river) in turns and the other group members to try to guess which animal it is by looking at the picture cards (e.g., It is a crocodile, It is a bear, It is a parrot). At the end of the session, the students raise their cards including the expressions Good, Very Good, Excellent to show their feelings about the activity. The teacher provides constructive feedback to the whole class. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To engage in conversations about animals and their habitats in English by using the target vocabulary and the grammar chunks (Modal-Can).

Activity 1: Guess who I am!

The teacher divides the class into groups of three/four and distributes a set of picture cards about animals (e.g., a bear, a parrot, a crocodile) and slips of paper (e.g., It is a You can find it in a). She/He asks the students to complete the sentences about what type of animal that is (e.g., It is a reptile, It is a bird, It is a mammal) and where we can find it in its natural habitat (e.g., We can find it in a forest, We can find it in a river) in turns and the other group members to try to guess which animal it is by looking at the picture cards (e.g., It is a crocodile, It is a bear, It is a parrot). At the end of the session, the students raise their cards including the expressions Good, Very Good, Excellent to show their feelings about the activity. The teacher provides constructive feedback

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 8: LIFE IN THE UNIVERSE & FUTURE

Sub-themes: Planet Earth; holidays; school holidays, places, activities, and plans for holidays

This theme is centred on the concept of “life in the universe and future” and covers the sub-themes of “planet Earth; holidays; school holidays, places, activities, and plans for holidays”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 10

FIELD SKILLS AND SUPPORTIVE SKILLS FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Gramming: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V16. Responsibility, V18. Cleanliness, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 5 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.5.8.L1. Students can get ready for the listening/watching-comprehension process for the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “life in the universe and future” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.5.8.L2. Students can bring information about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” together through significant details and main components while listening/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.5.8.L3. Students can make meaning of/derive meaning from the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” through significant details by listening/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.5.8.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”.

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*
- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.5.8.P1. Students can select and use the target phonological elements of the current content about “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

- a) *Students listen to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Students recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG.5.8.R1. Students can get ready for the reading-comprehension process about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.5.8.R2. Students can bring information about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.5.8.R3. Students can make meaning of / derive meaning from the current content about “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.5.8.R 4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.8.V1. Students can select and use the target vocabulary of the current content about “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Repeating aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.5.8.G1. Students can select and use the target grammatical elements of the current content about “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Being familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.5.8.W1. Students can get ready for the writing-expression process about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.5.8.W2. Students can understand the model/example for the writing task about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.5.8.W3. Students can organise a content for the assigned writing task on the current content “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*

- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/or unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.5.8.W4. Students can individually construct/form content for the assigned writing task on the current content “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.5.8.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.5.8.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.5.8.S1. Students can get ready for speaking-expression process about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.5.8.S2. Students can use the model/example for producing verbal content about the current content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.5.8.S3. Students can organise a new verbal content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.5.8.S4. Students can construct a new verbal content on “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.5.8.S5. Students can reorganise (reconstruct) and use information about the “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.5.8.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

LIFE IN THE UNIVERSE & FUTURE

Sub-theme: Planet Earth; holidays; school holidays, places, activities, and plans for holidays

Target Vocabulary in Use:

Vocabulary for Planet Earth: Nouns: A climate, a continent, a desert, a valley, a lake, an ocean, a rock, a season, sky, a temperature, a sand dune, a river, a coral reef, a canyon, an island. Verbs: To rise.

Vocabulary for school holidays: Nouns: Tourism, a summer/winter/spring/half-term holiday. Verbs: To pack, to recommend, to need, to explore, to visit. Adjectives: Fun, peaceful, historical, magical, amazing, historical, famous, calm. Prepositions: Including.

Vocabulary for school holidays, places, activities, and plans for holidays: Nouns: An opportunity, a tower, a tour, a journey, a trip, sightseeing, a holiday (vacation-AmE), a beach, a museum, a zoo, an amusement park, a view, a bridge, a jolly, a seaside, a destination, a sandcastle, a seashell. Verbs: To invite, to involve, to rest, to book, to relax.

Target Grammatical Structures in Use:

–“Be Going to Future Tense” for plans: (My family is going to spend the holiday watching documentaries about life in the universe).

Functions of the Target Grammatical Structures in Use:

–Use of “Be Going to Future Tense” for plans: Expressing actions and/or events that have already planned and/or likely to happen in the future.

Target Social Language in Use:

Let’s take a stroll!

Let’s take a breather during the holiday!

We’re going on a jolly to the seaside!

***National and Religious Days, Festivals, and Celebrations:** “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”.

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table of contents for this section is provided in the introduction to the whole English Language Curriculum.

Target Phonological Sounds in Use:

v, w, x, y, z

Consonants: v: (/vi:/, /v/); w: (/w/); x: (/eks/, /ks/, /gz/); y: (/waɪ/, /j/, /ɪ/, /i:/); z: /zed/ (Br), /zi:/, (AmE), /z/).

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “life in the universe and future” and its components such as “planet Earth; holidays; school holidays, places, activities, and plans for holidays” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “life in the universe and future” and its components such as “planet Earth; holidays; school holidays, places, activities, and plans for holidays” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Planet Earth; holidays, school holidays, places, activities, plans, places, activities, and plans for holidays.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will create a project about their dream summer holiday. The project will include an internet search to find interesting places, collecting pictures, and recording sounds that represent their ideal holiday. They can also add short descriptions and creative elements to show what activities, places, and experiences they would like to enjoy during their dream summer vacation. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students’ knowledge of “life in the universe and future” and its components such as “planet Earth; holidays; school holidays, places, activities, and plans for holidays”. As they are lower secondary school students in year 5 (five), they can know what “life in the universe and future” and its components mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 5 of lower secondary school, they can know some basic vocabulary about “life in the universe and future” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in the universe and future” and its components such as “planet Earth; holidays; school holidays, places, activities, and plans for holidays”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “life in the universe and future”. Therefore, a dialogue game can be played to revise all vocabulary and language chunks from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of “life in the universe and future” and its components such as “planet Earth; holidays; school holidays, places, activities, and plans for holidays” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what was it about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “life in the universe and future” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote/a very short story, watching a pantomime/cartoon story, etc. that has no relation or connection to the current theme and does not require any knowledge of English **(D2.5, SELS2.1, V12.1, LS2, LS4)**.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around “life in the universe and future” and sub-themes “planet Earth; holidays; school holidays, places, activities, and plans for holidays”, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG5.8.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of “life in the universe and future” during the background recall session, students can have a vision of the current theme as a general concept in the current (new) theme **(D3.2, SELS1.1, V3.2, V5.1, V5.2, V9.3, V16.2, V16.3, V18.3, LS1, LS4, LS5, CS2.11, CS2.16.2)**. So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme **(CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover

target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme **(CS2.14)**. It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about **(CS2.8)**. As they have already seen a scene from a film about the theme and the pictures, realia, etc. they can easily answer what the current theme will be about and that their guesses were true **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, LS2, LS4, CS2.10, CS2.17)**.

ENG5.8.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about the theme shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the theme's life in the universe and future "in it as a whole" **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V3.3, V3.4, V5.1, V5.2, V9.3, V16.2, V16.3, V18.3, LS2, LS4, LS5, CS2.14, CS2.16.2)**.

ENG5.8.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students' attention to the content, some realia brought into the classroom by the teacher could be used **(V5.1, V5.2, V9.3, V16.2, V16.3, V18.3, LS5)**. The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme "life in the universe and future" is mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme "life in the universe and future" and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, V11.1, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG5.8.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG5.8.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about the theme “life in the universe and future” and the words and/or word groups for the sub-themes “planet Earth; holidays; school holidays, places, activities, and plans for holidays”, the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced (**V3.3, V5.1, V5.2, V9.3, V16.2, V16.3, V18.3, LS4, LS5, CS2.6**). She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes (**LS2, CS2.16.3**). The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both (**CS2.8**). To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers (**D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14**).

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the sub-themes “planet Earth; holidays; school holidays, places, activities, and plans for holidays”, the students listen (**CS2.9**); then the teacher says the target words/word groups and acts them out, the students repeat after her/him (**SELS2.1, CS2.14**). Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for the sub-themes (**D2.3, D2.5, V3.3, V5.1, V5.2, V9.3, V16.2, V16.3, V18.3, LS5**). As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice (**SELS2.3, CS2.8, CS2.11**). They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom (**CS2.12**). Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games (**SELS2.1, V7.2, LS5, LS9**). The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically (**CS3.1**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills (**SELS2.2**). The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them (**CS2.13**). Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. (**D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4**).

ENG5.8.R1

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used (**V3.2, LS2, LS4**). Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme (**V3.4, LS1, CS2.3, CS2.6**). The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way (**V3.3, V7.2, LS5, CS3.3**). For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual

introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG5.8.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG5.8.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text **(SELS2.2)**. One peer reads the first half of the text and the second peer reads the other half of the text in a given time **(CS2.6)**. They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style **(D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9)**. Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher **(CS2.14)**. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones **(SELS2.1)**. From display to communicative open-ended, various types of questions are used to understand the meaning of the text **(SELS3.1, SELS3.2, CS2.6)**. During this process students work collaboratively to exchange information, thoughts, and feelings **(D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8)**.

ENG5.8.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(D 2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1)**.

ENG5.8.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, students remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions **(SELS1.1)**. As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme **(V3.2, LS1)**.

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items **(D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7)**. Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about the theme **(CS2.8)**. They underline the words whose meaning they do not know while reading silently **(CS2.17)**. Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words **(D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7)**.

To introduce and practise the meanings of the target vocabulary related to the theme, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know **(V5.1, V5.2, V9.3, V16.2, V16.3, V18.3, LS5, CS2.16.1, CS2.6)**. By guessing what they are, the students hear the English equivalents of the words for the theme and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words **(D1.2, D1.6, D3.7, CS2.10)**. This is conducted in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)** (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. **(V3.3, V3., LS1, LS2, LS4)**. After having watched the introductory digital story, the teacher shows some pictures for the sub-themes, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him **(D2.3, V5.1, V5.2, V9.3, V16.2, V16.3, V18.3, LS5, CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures, and symbolic images for some categories about the components of the theme "life in the universe and future". She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V5.1, V5.2, V9.3, V16.2, V16.3, V18.3, LS5, CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme **(D3.2, D3.8, SELS2.2, V5.1, V5.2, V9.3, V16.2, V16.3, V18.3, LS5)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen **(SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other's spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection, and use of the new target vocabulary items, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia,

and any other materials to play games such as Bingo, Pelmanism, King's game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher's objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in context **(D2.5, D.3.3, SELS3.1, SELS3.2, V4.2, V4.4, V5.1, V5.2, V9.3, V16.2, V16.3, V18.3, LS5, LS9, CS2.20)**. Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.8.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme "life in the universe and future" the introductory digital story or an extract from it played so that the students can notice the target language chunks **(D3.2, CS2.2)**. While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same **(V3.2, LS2, CS2.14)**. She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures **(SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2)**. To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/ whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board **(D3.2, SELS3.2, V3.3)**. She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher **(CS2.7)**. These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them **(CS2.9)**. Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class **(SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2)** Both the teacher and the class members give feedback to the students as they say their sentences **(CS2.19)**. The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. **(V4.3, V6.2, V10.3)**.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme "life in the universe and future", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them **(SELS3.2, V3.3, V5.1, V5.2, V9.3, V16.2, V16.3, V18.3, LS5, CS2.4, CS2.6, CS2.8)**. She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4)**.

ENG5.8.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme, as in other themes. **(V3.2, V5.1, V5.2, V9.3, V16.2, V16.3, V18.3, LS5).**

ENG5.8.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme “life in the universe and future”. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it **(SELS3.1)**. While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling and so on **(D3.1, V3.4, LS1, CS2.4, CS2.16.3)**.

ENG5.8.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher’s feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20)**.

ENG5.8.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings **(D2.5, D3.3, SELS3.2, CS2.13)**. All the content is expected to be contextual, practical, authentic, real, and appropriate to the students’ interests and language level. **(V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9)**.

ENG5.8.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme in their writing **(SELS2.2, SELS2.3, V3.4, V4.2, V5.1, V5.2, V9.3, V16.2, V16.3, V18.3, LS5, LS9, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways **(D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20)**. These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG5.8.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel

about them **(D1.5, SELS1.3, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design. **(V4.3, V6.2, V10.3, V20.4, LS1)**.

ENG5.8.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme. **(V3.2, V3.4, V5.1, V5.2, V9.3, V16.2, V16.3, V18.3, LS5)**.

ENG5.8.S2

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used **(CS2.6)**. They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context **(D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4)**.

ENG5.8.S3

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc **(D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13)**.

ENG5.8.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme **(SELS2.2, SELS3.2, V4.2, V5.1, V5.2, V9.3, V16.2, V16.3, V18.3, LS5, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20)**.

ENG5.8.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme "life in the universe and future" in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20)**. Picture strip stories can be used at the end of each theme to provide a consolidation and revision **(V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14)**. These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme and its components. **(V3.4, V4.2, V5.1, V5.2, V9.3, V16.2, V16.3, V18.3, LS4, LS5, CS3.1, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20)**. These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG5.8.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(SELS1.3, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design. **(V4.3, V6.2, V10.3, V20.4, LS1)**.

DIFFERENTIATION**Expansion**

Objective: To engage in conversations and to foster creativity about holidays and holiday plans in English by using the target vocabulary and grammar chunks (Be going to Future Tense).

Activity 1: That's so fun!

The teacher writes some words related to holiday plans (e.g., a tower, a museum, a desert, a lake, sky) on slips of paper and places them into a box. She/He divides the class into groups of three/four and distributes the boxes to each group. Then the students are asked to make sentences about their holiday plans by choosing the words from the box for each student in the group and one of the plans is going to be really fun. When they finish writing, each group is invited to the board to share their plans with the classmates (e.g., We are going to climb up a tower., We are going to visit a museum., We are going to watch the sky in a desert., We are going to swim in the sea with dolphins). Every one of the students tells a plan. The rest of the class is provided with a form including five stars, which can be used to evaluate pair/group performance. They will be engaged while listening to their classmates by colouring the stars to choose the most fun plan. The teacher provides constructive feedback to each group. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To engage in conversations and to foster creativity about holidays and holiday plans in English by using the target vocabulary and the grammar chunks (Be going to Future Tense).

Activity 1: That's so fun!

The teacher writes some phrases related to holiday plans (e.g., climb up a tower, visit a museum, go to a park, watch the sky in a desert, swim in the sea with dolphins) on slips of paper and place them into a box. She/He divides the class into groups of three/four and distributes the boxes to each group. Then the students are asked to make sentences about their holiday plans by choosing the phrases from the box for each student in the group. When they finish writing, each group is invited to the board to share their plans with the classmates (e.g., We are going to climb up a tower, We are going to visit a museum., We are going to watch the sky in a desert., We are going to swim in the sea with dolphins.). Every one of the students tells a plan. The rest of the class is provided with a form including five stars, which can be used to evaluate pair/group performance. They will be engaged while listening to their classmates by colouring the stars to choose the most fun plan. The teacher provides constructive feedback to each group. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



YEAR 6 (LEVEL: A2.2)

THEME 1: SCHOOL LIFE

Sub-themes: Roles, and responsibilities at school; school routines; national days and celebrations

This theme is centred on the concept of “school life” and covers the sub-themes of “roles, and responsibilities at school; school routines; national days and celebrations”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 10

FIELD SKILLS AND SUPPORTIVE SKILLS

- FLFS1. Listening/Watching-Comprehension
- FLFS2. Reading-Comprehension
- FLFS3. Speaking-Expression
- FLFS4. Writing-Expression
- FLSS1. Grammaticing: Selection and Use
- FLSS2. Vocabulary: Selection and Use
- FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS _

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 6 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.6.1.L1. Students can get ready for the listening/watching-comprehension process for the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “school life” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.6.1.L2. Students can bring information about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations” together through significant details and main components while listening/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.6.1.L3. Students can make meaning of/derive meaning from the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations” through significant details by listening/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.6.1.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations”.

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*

- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.6.1.P1. Students can select and use the target phonological elements of the current content about “school life with roles, and responsibilities at school; school routines; national days and celebrations” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

- a) *Students listen to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Students recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Students use the target theme-specific phonological elements of the current content appropriately, spontaneously, and effectively when communicating with others.*

ENG.6.1.R1. Students can get ready for the reading-comprehension process about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.6.1.R2. Students can bring information about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.6.1.R3. Students can make meaning of / derive meaning from the current content about “school life with roles, and responsibilities at school; school routines; national days and celebrations” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*

- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.6.1.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “school life with roles, and responsibilities at school; school routines; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.1.V1. Students can select and use the target vocabulary of the current content about “school life with roles, and responsibilities at school; school routines; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.6.1.G1. Students can select and use the target grammatical elements of the current content about “school life with roles, and responsibilities at school; school routines; national days and celebrations” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*

- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.6.1.W1. Students can get ready for the writing-expression process about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.6.1.W2. Students can understand the model/example for the writing task about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.6.1.W3. Students can organise a content for the assigned writing task on the current content “school life with roles, and responsibilities at school; school routines; national days and celebrations” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.6.1.W4. Students can individually construct/form content for the assigned writing task on the current content “school life with roles, and responsibilities at school; school routines; national days and celebrations”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*

- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.6.1.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “school life with roles, and responsibilities at school; school routines; national days and celebrations” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.6.1.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “school life with roles, and responsibilities at school; school routines; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.1.S1. Students can get ready for speaking-expression process about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.6.1.S2. Students can use the model/example for producing verbal content about the current content on “school life with roles, and responsibilities at school; school routines; national days and celebrations”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.6.1.S3. Students can organise a new verbal content on “school life with roles, and responsibilities at school; school routines; national days and celebrations” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*

- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.6.1.S4. Students can construct a new verbal content on “school life with roles, and responsibilities at school; school routines; national days and celebrations” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.6.1.S5. Students can reorganise (reconstruct) and use information about the “school life with roles, and responsibilities at school; school routines; national days and celebrations” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.6.1.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “school life with roles, and responsibilities at school; school routines; national days and celebrations” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

SCHOOL LIFE

Sub-themes: Roles, and responsibilities at school; school routines; national days and celebrations

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for roles, and responsibilities at school:

Nouns: A permission, a leader, a manner, a guide, a celebration, an interview, a celebration, a festival, a school ceremony, an assembly, a speech.

Verbs: To support, to lead, to care, to volunteer, to celebrate.

Adjectives: Helpful, successful, keen.

Adverbs: Carefully, willingly, cheerfully.

Vocabulary for school routines:

Nouns: An instruction, a listener, a term, a follow-up, a ceremony, national anthem, a parade, a flag.

Verbs: To enter, to greet, to pack, to pass, to fail, to try, to follow.

Adjectives: Later, soon.

Adverbs: Before, regularly.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social, and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Background Grammatical Structures in Use:

-Articles (a/an/the): (A leader, an instruction, the permission)

-Imperatives: (Enter the classroom quietly).

-Personal pronouns: (He listens carefully to the teacher's instructions).

-There is/There are: (There is a leader in every group. There are instructions written on the board).

-Wh- questions (who-when-what-where): (Who is the leader of the class? Where do we enter the building?)

Target Grammatical Structures in Use:

-The Present Simple Tense: (A leader always cares for the team).

-Adverbs of frequency: (Students often greet their teachers before entering the class).

-Object pronouns: (The teacher supports them in their work).

Functions of the Grammatical Structures in Use:

-Use of articles (a/an/the): Expressing non-specific or general items and specific or definite items.

-Use of imperatives: Giving commands.

-Use of The Present Simple Tense: Expressing routines, habits, general truths, and facts.

-Use of adverbs of frequency: Expressing the frequency of actions or events.

-Use of personal pronouns: Indicating who is involved in the action, possession, or other relationships in a sentence.

-Use of there is/there are: Introducing existence or presence, specifying objects, people, or places in a location.

-Use of wh- questions (who-when-what-where): Asking about things, actions, ideas, a time of an event, about people in an action.

Use of object pronouns: Replacing nouns that receive the action in a sentence.

Target Social Language in Use:

She's such a team player during all school projects!

You need to work harder to make the grade!

The choir is always in the spotlight during the Republic Day celebrations!

Target Phonological Sounds in Use:

Intonation of positive statements

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme "school life" and its components such as "roles, and responsibilities at school; school routines; national days and celebrations" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what "school life" and its components such as "roles, and responsibilities at school; school routines; national days and celebrations" means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts

roles, responsibilities, routines, roles and responsibilities at school, routines, routines at school, national days, celebrations.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will prepare a poster about their daily routines at school. First, they will write sentences describing their daily routines at school. Then, they will write these sentences on a paper and add some details such as photos, pictures, drawings etc. Finally, they will present their posters in the class and display them on the classroom bulletin board. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students' knowledge of "school life" and its components such as "roles, and responsibilities at school; school routines; national days and celebrations". As they are lower secondary school students in year 6 (six), they can know what "school life" and its components such as "roles, and responsibilities at school; school routines; national days and celebrations" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 6 of lower secondary school, they can know some basic vocabulary about "school life" and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, and social factors are appropriate and suitable for learning about the "school life" and its components such as "roles, and responsibilities at school; school routines; national days and celebrations". Recalling and practising with relevant vocabulary and language grammar items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of "school life". Their knowledge of the days of the week and holidays will help them learn and practise important national holidays such as "the Republic Day of Türkiye". Therefore, a dialogue game can be played to revise all vocabulary and language grammar items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammatical items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of "school life" and its components such as "roles, and responsibilities at school; school routines; national days and celebrations" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she/he can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme "school life" in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote/a very short story, watching a pantomime/cartoon story, etc. that has no relation or connection to the current theme and does not require any knowledge of English **(D2.5, SELS2.1, V12.1, LS2, LS4)**.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around "school life" and sub-themes "roles, and responsibilities at school; school routines; national days and celebrations" allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the learning-teaching practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development

and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG6.1.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of “school life” during the background recall session, students can have a vision of the current theme as a general concept in the current (new) theme (**D3.2, SELS1.1, V3.2, V1.1, V3.1, V14.3, LS1, LS4, LS5, LS6, CS2.11, CS2.16.2**). So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme (**CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme (**CS2.14**). It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about (**CS2.8**). As they have already seen a scene from a film about the theme and the pictures, realia, etc. they can easily answer what the current theme will be about and that their guesses were true (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V1.1, V3.1, V3.3, V3.4, V14.3, LS2, LS4, CS2.10, CS2.17**).

ENG6.1.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about the theme shown earlier) (**CS2.11**). Students watch the introductory digital story to consolidate the identification of the theme “school life” in it as a whole (**CS2.13**) without stopping the video at any point, so that the students can understand the theme holistically (**D3.2, SELS1.1, V1.1, V3.1, V3.3, V3.4, V14.3, LS2, LS4, CS2.14, CS2.16.2**).

ENG6.1.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content, some realia brought into the classroom by the teacher could be used (**V1.1, V3.1, V14.3**). The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme “school life” is mentioned in the introductory digital story, without stopping the video while the students watch the story (**CS2.6**). When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options (**CS2.5**). As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily (**CS2.1**). In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component (**CS2.8**). Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components (**D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4**).

To check whether the students understand the general topic of the theme “school life” and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while (**CS2.3**). She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students (**SELS2.2, V3.4, V4.2, LS1, LS4, LS6**). When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students

to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG6.1.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG6.1.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about the theme “school life” and the words and/or word groups for the sub-themes “roles, and responsibilities at school; school routines; national days and celebrations”, the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V1.1, V3.1, V3.3, V14.3, LS4, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the sub-themes “roles, and responsibilities at school; school routines; national days and celebrations” the students listen **(CS2.9)**; then the teacher says the target words/word groups and acts them out, the students repeat after her/him **(SELS2.1, CS2.14)**. Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for the sub-themes **(D2.3, D2.5, V1.1, V3.1, V3.3, V14.3)**. As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice **(SELS2.3, CS2.8, CS2.11)**. They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom **(CS2.12)**. Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games **(SELS2.1, V7.2, LS5, LS6, LS9)**. The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically **(CS3.1)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills **(SELS2.2)**. The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them **(CS2.13)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum **(D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4)**.

ENG6.1.R1

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used **(V3.2, LS2, LS4)**. Various reading styles including silent reading, speed reading, jigsaw reading, and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading, and post-reading phases are used in the theme **(V3.4, LS1, CS2.3, CS2.6)**. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way **(V3.3, V7.2, LS5, CS3.3)**. For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG6.1.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG6.1.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text **(SELS2.2)**. One peer reads the first half of the text and the second peer reads the other half of the text in a given time **(CS2.6)**. They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style **(D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9)**. Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher **(CS2.14)**. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones **(SELS2.1)**. From display to communicative open-ended, various types of questions are used to understand the meaning of the text **(SELS3.1, SELS3.2, CS2.6)**. During this process students work collaboratively to exchange information, thoughts, and feelings **(D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8)**.

ENG6.1.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(D2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6)**.

ENG6.1.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, students remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/ watching, and pre-reading sessions **(SELS1.1)**. As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme **(V3.2, LS1)**.

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items **(D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7)**. Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about the theme **(V1.1, V3.1, V14.3, CS2.8)**. They underline the words whose meaning they do not know while reading silently **(CS2.17)**. Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words **(D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7)**.

To introduce and practise the meanings of the target vocabulary related to the theme, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know **(V1.1, V3.1, V14.3, CS2.16.1, CS2.6)**. By guessing what they are, the students hear the English equivalents of the words for the theme and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words **(D1.2, D1.6, D3.7, CS2.10)**. This is conducted in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)** (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. **(V1.1, V3.1, V3.3, V3.4, V14.3, LS1, LS2, LS4)**. After having watched the introductory digital story, the teacher shows some pictures for the sub-themes, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him **(D2.3, V1.1, V3.1, V14.3, CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum **(V1.1, V3.1, V14.3)**.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures, and symbolic images for some categories about the components of the theme "school life ". She/He also prepares mixed images/pictures for target vocabulary items for the

activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V1.1, V3.1, V14.3, CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme **(D3.2, D3.8, SELS2.2, V1.1, V3.1, V14.3)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen **(SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other's spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection, and use of the new target vocabulary items, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King's game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher's objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests, and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in context **(D2.5, D.3.3, SELS3.1, SELS3.2, V1.1, V3.1, V4.2, V4.4, V7.2, V14.3, LS9, CS2.20)**. Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.1.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme "school life", the introductory digital story or an extract from it played so that the students can notice the target language chunks **(D3.2, CS2.2)**. While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same **(V3.2, LS2, CS2.14)**. She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/blackboard/whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures **(SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2)**. To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board **(D3.2, SELS3.2, V3.3)**. She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher **(CS2.7)**. These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them **(CS2.9)**. Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class **(SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2)**. Both the teacher and the class members give feedback to the students as they say their

sentences **(CS2.19)**. The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum **(V4.3, V6.2, V10.3, LS6)**.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme "school life", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them **(SELS3.2, V1.1, V3.1, V3.3, V14.3, CS2.4, CS2.6, CS2.8)**. She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4)**.

ENG6.1.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme, as in other themes **(V1.1, V3.1, V3.2, V14.3)**.

ENG6.1.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme "school life". They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it **(SELS3.1)**. While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling and so on **(D3.1, V3.4, LS1, CS2.4, CS2.16.3)**.

ENG6.1.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20)**.

ENG6.1.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings **(D2.5, D3.3, SELS3.2, CS2.13)**. All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level **(V3.4, V7.2, V12.1, LS1, LS4, LS9)**.

ENG6.1.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme in their writing (**SELS2.2, SELS2.3, V1.1, V3.1, V3.4, V4.2, V14.3, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.1.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG6.1.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme (**V1.1, V3.1, V3.2, V3.4, V14.3**).

ENG6.1.S2

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG6.1.S3

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG6.1.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme (**SELS2.2, SELS3.2, V4.2, V1.1, V3.1, V14.3, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20**).

ENG6.1.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme “school life” in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20)**. Picture strip stories can be used at the end of each theme to provide a consolidation and revision **(V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14)**. These new contents created are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme and its components such as “roles, and responsibilities at school; school routines; national days and celebrations” **(V3.4, V4.2, V1.1, V3.1, V14.3, LS4, CS3.1, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20)**. These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG6.1.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(SELS1.3, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V4.3, V6.2, V10.3, V20.4, LS1, LS6)**.

DIFFERENTIATION**Expansion**

Objective: To practise daily routines and habits in English by encouraging students to use the target grammar chunks and vocabulary.

Activity 1: Frequency Matters

The teacher divides the class into pairs or small groups of 3–4 students and gives each group a survey sheet with questions about routines, habits, and frequency. For example: “How often do you eat vegetables?”, “How do you go to school?” or “Do you ever watch TV in the morning?”. Students ask and answer the questions in pairs or small groups. They respond using the Present Simple and include adverbs of frequency in their answers. For example: “I always eat vegetables for lunch”, “I usually take the bus to school” or “I never watch TV in the morning”. After the survey, the teacher asks students to report back to the class using full sentences such as “Student A always eats vegetables for lunch”, “Student B never watches TV in the morning”. She/He asks students to share some of the most interesting or surprising routines they heard from their classmates. Then she/he writes some of the correct and incorrect sentences on the board (without identifying the students) and corrects any mistakes related to adverb placement and Present Simple Tense usage. She/He reminds students that they can practice discussing their routines and habits outside of class by focusing on adverbs of frequency in daily conversations. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To practise daily routines and habits in English by encouraging students to use the target grammar chunks and vocabulary.

Activity 1: Frequency Matters

The teacher divides the class into pairs or small groups of 3-4 students and gives each group a sheet with questions about routines, habits, and frequency. For example: "How often do you eat vegetables?", "How do you go to school?" or "Do you ever watch TV in the morning?". Students ask and answer the questions in pairs or small groups. They respond using the Present Simple and include adverbs of frequency in their answers. The teacher moves around the class and gives guidance to students who need help with the sentence structure or adverb placement. Students share their sentences with their peer. The teacher asks students to share some of the most interesting or surprising routines they heard from their classmates. She/He writes some of the correct and incorrect sentences on the board (without identifying the students) and corrects any mistakes related to adverb placement and Present Simple Tense usage. She/He reminds students that they can practise discussing their routines and habits outside of class by focusing on adverbs of frequency in daily conversations. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 2: CLASSROOM LIFE

Sub-themes: Daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50

This theme is centred on the concept of “classroom life” and covers the sub-themes of “daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 10

FIELD SKILLS AND SUPPORTIVE SKILLS FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammmaring: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional

Learning Skills SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values

V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 6 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.6.2.L1. Students can get ready for the listening/watching-comprehension process for the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “classroom life” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.6.2.L2. Students can bring information about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” together through significant details and main components while listening/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.6.2.L3. Students can make meaning of/derive meaning from the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” through significant details by listening/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.6.2.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”.

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*
- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.6.2.P1. Students can select and use the target phonological elements of the current content about “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

- a) *Students listen to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Students recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG.6.2.R1. Students can get ready for the reading-comprehension process about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.6.2.R2. Students can bring information about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.6.2.R3. Students can make meaning of / derive meaning from the current content about “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.6.2.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.2.V1. Students can select and use the target vocabulary of the current content about “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.6.2.G1. Students can select and use the target grammatical elements of the current content about “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.6.2.W1. Students can get ready for the writing-expression process about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.6.2.W2. Students can understand the model/example for the writing task about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.6.2.W3. Students can organise a content for the assigned writing task on the current content “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*

- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/or unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.6.2.W4. Students can individually construct/form content for the assigned writing task on the current content “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100–500; ordinal numbers 1–50”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.6.2.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100–500; ordinal numbers 1–50” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.6.2.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100–500; ordinal numbers 1–50” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.2.S1. Students can get ready for speaking-expression process about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100–500; ordinal numbers 1–50”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.6.2.S2. Students can use the model/example for producing verbal content about the current content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100–500; ordinal numbers 1–50”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.6.2.S3. Students can organise a new verbal content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” by speaking accurately, efficiently, and authentically.

- a) Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.6.2.S4. Students can construct a new verbal content on “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” by speaking accurately, efficiently, and authentically.

- a) Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.6.2.S5. Students can reorganise (reconstruct) and use information about the “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” to communicate with other people.

- a) Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.6.2.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

CLASSROOM LIFE

Sub-themes: Daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for daily and study routines:

Nouns: A habit, a research.

Verbs: To brush, to rest, to search, to focus, to review, to recycle, to repeat, to revise, to remember, to practise, to work in pairs, to work in groups, to share.

Adjectives: Regular, after, before.

Adverbs: Firstly, normally.

Vocabulary for learning activities in the classroom:

Nouns: A diary, a level, a sort, learning, a method, teaching, an activity, a task, an exercise, a peer, a pair, a group.

Verbs: To continue, to mark, to count, to read silently, to read aloud.

Adjectives: Creative, effective.

Adverbs: Easily, in turns, one after another, to each other, together.

Vocabulary for cardinal numbers 100-500: From 100 to 500.

Vocabulary for ordinal numbers 1-50: From 1st to 50th.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

***Local Cultural, Social, and Moral Considerations of the Theme**

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-The Present Progressive Tense: (I am reviewing my notes for the test now).

-The Present Progressive Tense vs the Simple Present Tense: (I brush my teeth every morning, but today I am brushing them after breakfast).

-Question tags for The Present Progressive Tense and the Simple Present Tense: (She is marking the tests now, isn't she? They study in the library every day, don't they?)

-Possessive adjectives: (I always keep my diary on the table).

-Word order with adverbs: (He normally brushes his teeth after breakfast).

-Question: How often: (How often do you review your notes before a test?)

Functions of the Grammatical Structures in Use:

-Use of The Present Progressive Tense: Indicating actions happening right now or ongoing activities.

-Use of Present Progressive Tense vs Present Simple Tense: Comparing actions happening right now and general truths, habits, routines.

-Use of question tags for the Simple Present Tense and Progressive Tense: Confirming general truths, actions or habits and confirming ongoing action.

- Use of possessive adjectives: Showing ownership in relation to nouns.
- Use of the word order with adverbs: Organizing adverbs correctly to modify verbs, adjectives, or other adverbs.
- Use of question: How often: Asking about the frequency of an action.

Target Social Language in Use:

I got full marks on the English test!

Do we have to discuss the answers in pairs?

I need some help with vocabulary work!

Target Phonological Sounds in Use:

Intonation of negative statements

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme "classroom life" and its components such as "daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what "classroom life" and its components such as "daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50" means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts

Daily routines, study routines, learning activities, learning activities in the classroom, cardinal numbers: 100-500; ordinal numbers: 1-50.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will prepare a game about numbers focusing on using cardinal numbers (100-500) and ordinal numbers (1-50). They will design a game, such as a board game, card game, or quiz, where players solve problems or answer questions about these numbers. They will also place questions about school routines and learning activities to be answered in an order with given numbers. They will write simple rules for their games and create challenges related to classroom life, such as arranging items in order or counting objects. They will present their games to classmates, explain how to play, and let others try them. The project should include colourful designs, creative questions, and clear instructions. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students' knowledge of "classroom life" and its components such as "daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50". As they are lower secondary school students in year 6 (six), they can know what "classroom life" and its components such as "daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 6 of lower secondary school, they can know some basic vocabulary about

“classroom life” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “classroom life” and its components such as “daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “classroom life”. Therefore, a dialogue game can be played to revise all vocabulary and language grammar items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammatical items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of “classroom life” and its components such as “daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she/he can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “classroom life” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote/a very short story, watching a pantomime/cartoon story, etc. that has no relation or connection to the current theme and does not require any knowledge of English **(D2.5, SELS2.1, V12.1, LS2, LS4)**.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around “classroom life” and sub-themes “daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”, allowing students to build

background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG6.2.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of “classroom life” during the background recall session, students can have a vision of the current theme as a general concept in the current (new) theme **(D3.2, SELS1.1, V3.1, V3.2, V4.2, LS1, LS4, CS2.11, CS2.16.2)**. So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme **(CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme **(CS2.14)**. It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about **(CS2.8)**. As they have already seen a scene from a film about the theme and the pictures, realia, etc. they can easily answer what the current theme will be about and that their guesses were true **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.1, V3.2, V3.3, V3.4, V4.2, LS2, LS4, CS2.10, CS2.17)**.

ENG6.2.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about the theme shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the theme “classroom life” in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V3.1, V3.2, V3.3, V3.4, V4.2, LS2, LS4, CS2.14, CS2.16.2)**.

ENG6.2.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content, some realia brought into the classroom by the teacher could be used **(V3.1, V3.2, V4.2)**. The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme “classroom life” is mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme “classroom life” and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed

images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG6.2.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG6.2.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about the theme “classroom life” and the words and/or word groups for the sub-themes “daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”, the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V3.1, V3.2, V3.3, V4.2, LS4, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the sub-themes “daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50”, the students listen **(CS2.9)**; then the teacher says the target words/word groups and acts them out, the students repeat after her/him **(SELS2.1, CS2.14)**. Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for the sub-themes **(D2.3, D2.5, V3.1, V3.2, V3.3, V4.2)**. As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice **(SELS2.3, CS2.8, CS2.11)**. They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom **(CS2.12)**. Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games **(SELS2.1, V7.2, LS5, LS6, LS9)**. The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically **(CS3.1)**. Several fun pronunciation games could be played, such

as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills **(SELS2.2)**. The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them **(CS2.13)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum **(D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4)**.

ENG6.2.R1.

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used **(V3.2, LS2, LS4)**. Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme **(V3.4, LS1, CS2.3, CS2.6)**. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way **(V3.3, V7.2, LS5, CS3.3)**. For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG6.2.R2.

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG6.2.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text **(SELS2.2)**. One peer reads the first half of the text and the second peer reads the other half of the text in a given time **(CS2.6)**. They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style **(D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9)**. Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher **(CS2.14)**. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones **(SELS2.1)**. From display to communicative open-ended, various

types of questions are used to understand the meaning of the text **(SELS3.1, SELS3.2, CS2.6)**. During this process students work collaboratively to exchange information, thoughts, and feelings **(D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8)**.

ENG6.2.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(D 2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6)**.

ENG6.2.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, students remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/ watching, and pre-reading sessions **(SELS1.1)**. As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme **(V3.2, LS1)**.

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items **(D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7)**. Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about the theme **(V3.1, V3.2, V4.2, CS2.8)**. They underline the words whose meaning they do not know while reading silently **(CS2.17)**. Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words **(D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7)**.

To introduce and practise the meanings of the target vocabulary related to the theme, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know **(V3.1, V3.2, V4.2, CS2.16.1, CS2.6)**. By guessing what they are, the students hear the English equivalents of the words for the theme and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words **(D1.2, D1.6, D3.7, CS2.10)**. This is conducted in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)** (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum **(V3.1, V3.2, V3.3, V3.4, V4.2, LS1, LS2, LS4)**. After having watched the introductory digital story, the teacher shows some pictures for the sub-themes, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him **(D2.3, V3.1, V3.2, CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme are introduced to the students in English (3) in the section 1.2. Principles for the Implementation of the English Curriculum **(V3.1, V3.2, V4.2)**.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures, and symbolic images for some categories about the components of the theme “classroom life”. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V3.1, V3.2, V4.2 CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme **(D3.2, D3.8, SELS2.2, V3.1, V3.2, V4.2)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen **(SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection, and use of the new target vocabulary items, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King’s game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher’s objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in context **(D2.5, D.3.3, SELS3.1, SELS3.2, V3.1, V3.2, V4.2, V4.4, V7.2, LS9, CS2.20)** Students’ learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.2.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students’ attention to the target language chunks of the theme “classroom life”, the introductory digital story or an extract from it played so that the students can notice the target language chunks **(D3.2, CS2.2)**. While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same **(V3.2, LS2, CS2.14)**. She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students’ attention. The sentences with the target chunks are also written and placed on the Smart Board/blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures **(SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2)**. To check the students’ identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board **(D3.2, SELS3.2, V3.3)**. She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher **(CS2.7)**. These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students’ attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them **(CS2.9)**. Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The

teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class **(SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2)**. Both the teacher and the class members give feedback to the students as they say their sentences **(CS2.19)**. The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum **(V4.3, V6.2, V10.3, LS6)**.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme, the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them **(SELS3.2, V3.1, V3.2, V3.3, V4.2, CS2.4, CS2.6, CS2.8)**. She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4)**.

ENG6.2.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme, as in other themes **(V3.1, V3.2, V4.2)**.

ENG6.2.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme "classroom life". They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it **(SELS3.1)**. While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling and so on **(D3.1, V3.4, LS1, CS2.4, CS2.16.3)**.

ENG6.2.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20)**.

ENG6.2.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs,

projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings **(D2.5, D3.3, SELS3.2, CS2.13)**. All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level **(V3.4, V7.2, V12.1, LS1, LS4, LS9)**.

ENG6.2.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme in their writing **(SELS2.2, SELS2.3, V3.1, V3.2, V3.4, V4.2, LS9, CS2.20)**. AI- based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways **(D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20)**. These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.2.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(D1.5, SELS1.3, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V4.3, V6.2, V10.3, V20.4, LS1, LS6)**.

ENG6.2.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme **(V3.1, V3.2, V3.4)**.

ENG6.2.S2

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used **(CS2.6)**. They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context **(D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4)**.

ENG6.2.S3

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc. **(D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13)**.

ENG6.2.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language

grammar in use, and the social language for the theme **(SELS2.2, SELS3.2, V3.1, V3.2, V4.2, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20)**.

ENG6.2.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme “classroom life” in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20)**. Picture strip stories can be used at the end of each theme to provide a consolidation and revision **(V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14)**. These new contents created are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme and its components such as “daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50” **(V3.1, V3.2, V3.4, V4.2, LS4, CS3.1, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20)**. These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG6.2.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(SELS1.3, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V4.3, V6.2, V10.3, V20.4, LS1, LS6)**.

DIFFERENTIATION

Expansion

Objective: To practise actions happening at present in English by creating a short, imaginative story based on a given scenario.

Activity 1: Scene Creators

The teacher divides the class into pairs or small groups of 3-4 students and gives each group a set of “What’s Happening Right Now?” scenario cards (e.g., “You are at a circus”, “You are in a shopping centre”, “You are at a birthday party”). Each group chooses a scenario card and discusses the actions happening in that scene. Each group works together to list the actions happening in their scenario in a specific and imaginative way (e.g., “People are swimming”, “A dog is barking”, “The sun is shining”). Once they have their list, they combine the actions into a cohesive short story, creating a narrative that describes what’s happening in the scene in real-time. The teacher encourages students to think about the setting, the characters involved, and how they can create a detailed and engaging story using the target grammar. For example: “At the beach, people are playing volleyball. Some children are building sandcastles, and a man is selling ice cream. A family is sitting on a blanket and having a picnic”. Students share their stories with the rest of the class, reading them aloud or presenting them as a group. After each group shares their story, the teacher provides feedback on

language use and focuses on how well students have applied the target grammar and any common errors. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To practise actions happening at present in English by creating a short, imaginative dialogue between two friends based on a given scenario.

Activity 1: Scene Creators

The teacher divides the class into pairs or small groups of 3–4 students and gives each group a set of “What’s Happening Right Now?” scenario cards (e.g., “You are at a circus”, “You are in a shopping centre”, “You are at a birthday party”). Each group chooses a scenario card and discusses the actions happening in that scene. Each group works together to create a dialogue between two characters in the scene (e.g., two friends at the zoo). Students read their dialogue aloud to the rest of the class. After each group shares their dialogue, the teacher provides feedback on language use and focuses on how well students have applied the target grammar and any common errors. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 3: PERSONAL LIFE

Sub-themes: Body parts, physical appearance and clothes; personality and character

This theme is centred on the concept of “personal life” and covers the sub-themes of “body parts, physical appearance and clothes; personality and character”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS

10

FIELD SKILLS AND SUPPORTIVE SKILLS

FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammmaring: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

–

DISPOSITIONS

D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional

Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values

V1. Justice, V2. Family Integrity, V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V16. Responsibility, V20. Benevolence

Literacy Skills

LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY RELATIONS

Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 6 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.6.3.L1. Students can get ready for the listening/watching-comprehension process for the current content on “personal life with body parts, physical appearance and clothes; personality and character” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “personal life” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.6.3.L2. Students can bring information about the current content on “personal life with body parts, physical appearance and clothes; personality and character” together through significant details and main components while listening/watching it.

- a) *Students comprehend the topic of the current content by listening(to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening(to) and watching it again in a careful manner.*

ENG.6.3.L3. Students can make meaning of/derive meaning from the current content on “personal life with body parts, physical appearance and clothes; personality and character” through significant details by listening/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.6.3.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “personal life with body parts, physical appearance and clothes; personality and character”.

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*

- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.6.3.P1. Students can select and use the target phonological elements of the current content about “personal life with body parts, physical appearance and clothes; personality and character” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

- a) *Students listen to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Students recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG.6.3.R1. Students can get ready for the reading-comprehension process about the current content on “personal life with body parts, physical appearance and clothes; personality and character”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.6.3.R2. Students can bring information about the current content on “personal life with body parts, physical appearance and clothes; personality and character” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.6.3.R3. Students can make meaning of / derive meaning from the current content about “personal life with body parts, physical appearance and clothes; personality and character” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*

- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.6.3.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “personal life with body parts, physical appearance and clothes; personality and character” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.3.V1. Students can select and use the target vocabulary of the current content about “personal life with body parts, physical appearance and clothes; personality and character” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.6.3.G1. Students can select and use the target grammatical elements of the current content about “personal life with body parts, physical appearance and clothes; personality and character” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*

- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.6.3.W1. Students can get ready for the writing-expression process about the current content on “personal life with body parts, physical appearance and clothes; personality and character”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.6.3.W2. Students can understand the model/example for the writing task about the current content on “personal life with body parts, physical appearance and clothes; personality and character”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.6.3.W3. Students can organise a content for the assigned writing task on the current content “personal life with body parts, physical appearance and clothes; personality and character” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.6.3.W4. Students can individually construct/form content for the assigned writing task on the current content “personal life with body parts, physical appearance and clothes; personality and character”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*

- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.6.3.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “personal life with body parts, physical appearance and clothes; personality and character” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.6.3.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “personal life with body parts, physical appearance and clothes; personality and character” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.3.S1. Students can get ready for speaking-expression process about the current content on “personal life with body parts, physical appearance and clothes; personality and character”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.6.3.S2. Students can use the model/example for producing verbal content about the current content on “personal life with body parts, physical appearance and clothes; personality and character”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.6.3.S3. Students can organise a new verbal content on “personal life with body parts, physical appearance and clothes; personality and character” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*

- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.6.3.S4. Students can construct a new verbal content on “personal life with body parts, physical appearance and clothes; personality and character” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.6.3.S5. Students can reorganise (reconstruct) and use information about the “personal life with body parts, physical appearance and clothes; personality and character” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.6.3.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “personal life with body parts, physical appearance and clothes; personality and character” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

PERSONAL LIFE

Sub-themes: body parts, physical appearance and clothes; personality and character

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for body parts, physical appearance and clothes

Nouns: Image, look, back, a leg, a heart, stomach, an ankle, skin, a swimsuit, tights, trainers, a necklace, a kit, a pocket, jewellery, a wallet, a bracelet, a purse, a chain, a knee.

Verbs: To seem.

Adjectives: Attractive, lovely, physical.

Adverbs: Simply.

Vocabulary for clothes Personality and character: Character, personality, sense.

Verbs: to look.

Adjectives: Brilliant, clever, crazy, lazy, rude, social, weak, polite, caring, patient, serious, independent, organised, lazy, helpful, focused, simple, tidy.

Adverbs: Happily, sadly.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social, and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-Have/Has got: (She has got a lovely necklace. I have got a new swimsuit for the summer).

-Wh questions (whose): (Whose wallet is this?)

-Comparative and superlative adjectives (regular and irregular): (She is taller than her sister. She is the tallest person in the room).

Functions of the Grammatical Structures in Use:

-Use of have/has got: Expressing possession.

-Use of wh- questions (whose): Requesting information about property, belongings, or association.

-Use of comparative and superlative adjectives (regular and irregular): Comparing two things or people and comparing three or more things or people.

Target Social Language in Use:

OK smarty pants, stop showing off!

You're full of beans this morning!

Don't panic, just keep your cool!

Target Phonological Sounds in Use:

Intonation of questions and question tags

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme "personal life" and its components such as "body parts, physical appearance and clothes; personality and character" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what "personal life" and its components such as "body

parts, physical appearance and clothes; personality and character” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

body parts, physical appearance, clothes; personality, character

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will create a personal profile poster to introduce themselves in a creative way. They will include a drawing or a photo of themselves and label body parts, such as arms, legs, hands, and feet. They will describe their physical appearance using adjectives like tall, short, curly, or straight and list their favourite clothes, explaining when they wear them. They will also write a few sentences about their personality and character traits, such as being friendly, shy, or energetic. They can choose to write about their best friends if they like. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students’ knowledge of “personal life” and its components such as “body parts, physical appearance and clothes; personality and character”. As they are lower secondary school students in year 6 (six), they can know what “personal life” and its components such as “body parts, physical appearance and clothes; personality and character” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 6 of lower secondary school, they can know some basic vocabulary about “personal life” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “personal life” and its components such as “body parts, physical appearance and clothes; personality and character”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “personal life”. Therefore, a dialogue game can be played to revise all vocabulary and language chunks from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of “personal life” and its components such as “body parts, physical appearance and clothes; personality and character” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “personal life” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote/a very short story, watching a pantomime/cartoon story, etc. that has no relation or connection to the current theme and does not require any knowledge of English **(D2.5, SELS2.1, V12.1, LS2, LS4)**.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around “personal life” and sub-themes “body parts, physical appearance and clothes; personality and character”, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG6.3.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of “personal life” during the background recall session, students can have a vision of the current theme as a general concept in the current (new) theme **(D3.2, SELS1.1, V3.2, V10.1, V14.2, V15.2, V16.1, LS1, LS4, CS2.11, CS2.16.2)**. So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme **(CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme **(CS2.14)**. It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about **(CS2.8)**. As they have already seen a scene from a film about the theme and the pictures, realia, etc. they can easily answer what the

current theme will be about and that their guesses were true **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, V10.1, V14.2, V15.2, V16.1, LS2, LS4, CS2.10, CS2.17)**.

ENG6.3.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about the theme shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the “personal life” in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V3.3, V3.4, V10.1, V14.2, V15.2, V16.1, LS2, LS4, CS2.14, CS2.16.2)**.

ENG6.3.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content, some realia brought into the classroom by the teacher could be used **(V10.1, V14.2, V15.2, V16.1)**. The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme “personal life” is mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme “personal life” and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG6.3.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG6.3.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about the theme “personal life” and the words and/or word groups for the sub-themes “body parts, physical appearance and clothes; personality and character”, the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V3.3, V10.1, V14.2, V15.2, V16.1 LS4, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the sub-themes “body parts, physical appearance and clothes; personality and character”, the students listen **(CS2.9)**; then the teacher says the target words/word groups and acts them out, the students repeat after her/him **(SELS2.1, CS2.14)**. Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for the sub-themes **(D2.3, D2.5, V3.3, V10.1, V14.2, V15.2, V16.1)**. As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice **(SELS2.3, CS2.8, CS2.11)**. They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom **(CS2.12)**. Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games **(SELS2.1, V7.2, LS5, LS6, LS9)**. The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically **(CS3.1)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills **(SELS2.2)**. The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them **(CS2.13)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. **(D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4)**.

ENG6.3.R1

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used **(V3.2, LS2, LS4)**. Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme **(V3.4, LS1, CS2.3, CS2.6)**. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way **(V3.3, V7.2, LS5, CS3.3)**. For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of

the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG6.3.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG6.3.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text **(SELS2.2)**. One peer reads the first half of the text and the second peer reads the other half of the text in a given time **(CS2.6)**. They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style **(D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9)**. Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher **(CS2.14)**. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones **(SELS2.1)**. From display to communicative open-ended, various types of questions are used to understand the meaning of the text **(SELS3.1, SELS3.2, CS2.6)**. During this process students work collaboratively to exchange information, thoughts, and feelings **(D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8)**.

ENG6.3.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(D2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6)**.

ENG6.3.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, students remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions **(SELS1.1)**. As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme **(V3.2, LS1)**.

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items **(D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7)**. Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about the theme **(V10.1, V14.2, V15.2, V16.1, CS2.8)**. They underline the words whose meaning they do not know while reading silently **(CS2.17)**. Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words **(D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7)**.

To introduce and practise the meanings of the target vocabulary related to the theme, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know **(V10.1, V14.2, V15.2, V16.1, CS2.16.1, CS2.6)**. By guessing what they are, the students hear the English equivalents of the words for the theme and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words **(D1.2, D1.6, D3.7, CS2.10)**. This is conducted in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)** (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. **(V3.3, V3.4, V10.1, V14.2, V15.2, V16.1, LS1, LS2, LS4)**. After having watched the introductory digital story, the teacher shows some pictures for the sub-themes, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him **(D2.3, V10.1, V14.2, V15.2, V16.1, CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum **(V10.1, V14.2, V15.2, V16.1)**.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures, and symbolic images for some categories about the components of the theme “personal life”. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V10.1, V14.2, V15.2, V16.1, CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme **(D3.2, D3.8, SELS2.2, V10.1, V14.2, V15.2, V16.1)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen **(SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection, and use of the new target vocabulary items, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials

to play games such as Bingo, Pelmanism, King's game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher's objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in context **(D2.5, D3.3, SELS3.1, SELS3.2, V4.2, V4.4, V7.2, V10.1, V14.2, V15.2, V16.1, LS9, CS2.20)**. Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.3.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme "personal life", the introductory digital story or an extract from it played so that the students can notice the target language chunks **(D3.2, CS2.2)**. While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same **(V3.2, LS2, CS2.14)**. She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/blackboard/whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures **(SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2)**. To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board **(D3.2, SELS3.2, V3.3)**. She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher **(CS2.7)**. These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them **(CS2.9)**. Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class **(SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2)**. Both the teacher and the class members give feedback to the students as they say their sentences **(CS2.19)**. The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum **(V4.3, V6.2, V10.3, LS6)**.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme "personal life", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them **(SELS3.2, V3.3, V10.1, V14.2, V15.2, V16.1, CS2.4, CS2.6, CS2.8)**. She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4)**.

ENG6.3.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme, as in other themes **(V3.2, V10.1, V14.2, V15.2, V16.1)**.

ENG6.3.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme "personal life". They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it **(SELS3.1)**. While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling and so on **(D3.1, V3.4, LS1, CS2.4, CS2.16.3)**.

ENG6.3.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20)**.

ENG6.3.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings **(D2.5, D3.3, SELS3.2, CS2.13)**. All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level **(V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9)**.

ENG6.3.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme in their writing **(SELS2.2, SELS2.3, V3.4, V4.2, V10.1, V14.2, V15.2, V16.1, LS9, CS2.20)**. AI- based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways **(D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20)**. These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.3.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG6.3.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme (**V3.2, V3.4, V10.1, V14.2, V15.2, V16.1**).

ENG6.3.S2

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG6.3.S3

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG6.3.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme (**SELS2.2, SELS3.2, V4.2, V10.1, V14.2, V15.2, V16.1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20**).

ENG6.3.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme "personal life" in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision (**V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14**). These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students

are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme and its components such as "body parts, physical appearance and clothes; personality and character" (**V3.4, V4.2, V10.1, V14.2, V15.2, V16.1, LS4, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG6.3.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

DIFFERENTIATION

Expansion

Objective: To practise comparing three or more things or people in English by using superlative and comparative forms of adjectives in an engaging, rotating activity.

Activity title: The Comparison Carousel

The teacher divides the class into small groups and sets up 3-4 stations around the classroom and explains the rules to students. Each station has a card with pictures or names of three or more items/people to compare (e.g., fruits, animals, countries, famous people, films). Example cards for comparison are as follows: Three Countries: "Türkiye, Canada, Mexico", Three Foods: "Kebab, Burger, Tacos", Three Animals: "Cat, Dog, Rabbit". The students rotate between stations, where they compare three or more items or people using comparative and superlative forms. At each station, they discuss the differences and similarities between the items using comparative forms (e.g., "The lion is bigger than the tiger."). They also use superlative forms for comparing within the group of three or more (e.g., "The giraffe is the tallest of all the animals."). After 3-4 minutes at one station, students rotate to the next station until they've compared all sets of three or more items. When the rotation of each group is completed, the students share their favourite comparisons with the class and the teacher provides feedback on the use of comparatives and superlatives. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To practise comparing three or more things or people in English by using superlative and comparative forms of adjectives in an engaging, rotating activity.

Activity title: The Comparison Carousel

The teacher divides the class into small groups and sets up 3-4 stations around the classroom and explains the rules to students. Each station has a card with pictures or names of three or more items/people to compare (e.g., fruits, animals, countries, famous people, or films). Example cards for comparison are as follows: Three Countries: "Türkiye, Canada, Mexico", Three Foods: "Kebab, Burger, Tacos" Three Animals: "Cat, Dog, Rabbit". The teacher provides students with a template with sentence structures (e.g., "X is taller than Y. Y is the tallest."). They rotate between stations. At each station, they discuss the differences and similarities between the items and try to find the missing items/people on the template (e.g., "The lion is bigger than the tiger."). They also use superlative forms for comparing within the group of three or more (e.g.,

"The giraffe is the tallest of all the animals."). After 3–4 minutes at one station, students rotate to the next station until they've compared all sets of three or more items. When the rotation of each group is completed, the students share their favourite comparisons with the class and the teacher provides feedback on the use of comparatives and superlatives. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 4: FAMILY LIFE

Sub-themes: family members' jobs, working places, and job routines; different types of family homes and houses

This theme is centred on the concept of "family life" and covers the sub-themes of "family members' jobs, working places, and job routines; different types of family homes and houses". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 10

FIELD SKILLS AND SUPPORTIVE SKILLS

FLFS1. Listening/Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Grammaring: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V2. Family Integrity, V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 6 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.6.4.L1. Students can get ready for the listening/watching-comprehension process for the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “family life” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.6.4.L2. Students can bring information about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” together through significant details and main components while listening/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.6.4.L3. Students can make meaning of/derive meaning from the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” through significant details by listening/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.6.4.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses”.

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*

- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.6.4.P1. Students can select and use the target phonological elements of the current content about “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

- a) *Students listen to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Students recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG.6.4.R1. Students can get ready for the reading-comprehension process about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.6.4.R2. Students can bring information about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.6.4.R3. Students can make meaning of / derive meaning from the current content about “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*

- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.6.4.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.4.V1. Students can select and use the target vocabulary of the current content about “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening(to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening(to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.6.4.G1. Students can select and use the target grammatical elements of the current content about “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening(to)/watching/reading it a few times attentively.*

- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.6.4.W1. Students can get ready for the writing-expression process about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.6.4.W2. Students can understand the model/example for the writing task about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.6.4.W3. Students can organise a content for the assigned writing task on the current content “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.6.4.W4. Students can individually construct/form content for the assigned writing task on the current content “family life with family members’ jobs, working places, and job routines; different types of family homes and houses”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.6.4.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.6.4.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.4.S1. Students can get ready for speaking-expression process about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.6.4.S2. Students can use the model/example for producing verbal content about the current content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.6.4.S3. Students can organise a new verbal content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*

- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.6.4.S4. Students can construct a new verbal content on “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.6.4.S5. Students can reorganise (reconstruct) and use information about the “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.6.4.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “family life with family members’ jobs, working places, and job routines; different types of family homes and houses” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

FAMILY LIFE

Sub-themes: family members' jobs, working places, and job routines; different types of family homes and houses

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for family members' jobs, working places, and job routines:

Nouns: An author, a boss, a businessman, a cook, a dentist, a designer, a detective, a director, an employee, an employer, a soldier, an assistant, a journalist, a lawyer, a manager, a painter, a pilot, a professor, a reporter, an engineer, an officer, a restaurant, a factory, a company, construction.

Verbs: To report, to employ, to earn, to farm.

Vocabulary for different types of family homes and houses:

Nouns: Rest (remaining part), an address, an apartment, a bin, a blanket, bookshelf, a box, a carpet, a mirror, a clock, a cooker, a curtain, a drawer, an entrance, floor, furniture, heating, a key, a light, a pillow, a refrigerator, a roof, rubbish, a shelf, a sink, a towel, a chopping board, a youth room set.

Adjectives: Downstairs, upstairs, flat, strict, ambitious.

Adverbs: Double.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-The Present Progressive Tense for the future: (We are moving to a new apartment next week).

-The Simple Present Tense for the future: (The plane to London takes off at 9:15 tomorrow morning).

-Conjunctions (when, while): (The cook prepares the food when the guests arrive. I will wait for you outside while you are in the meeting).

-Wh- questions (Which): (Which job does your cousin do? Which room is upstairs?)

-Reflexive pronouns: (The reporter is introducing herself to the audience).

Functions of the Grammatical Structures in Use:

-The Present Progressive Tense for the future: Talking about planned future events or arrangements.

-The Simple Present for the future: Expressing scheduled or regular events in the future.

-Conjunctions (when, while): Describing actions or events that happen at the same time or one after the other.

-Wh questions (Which): Asking for specific information or making distinctions.

-Reflexive pronouns: Emphasizing that the subject and object of an action are the same.

Target Social Language in Use:

Keep that secret in the family, please!

My father works all hours on his new job!

Please make yourself at home!

Target Phonological Sounds in Use:

a, b, c, d, e,

Vowels: a: (/æ/, /ae/, /ə/, /a:/, /eɪ/, /a:/, /a/, /ɔ:/, /eə/); e: (/e/, /i:/, /ə/)

Consonants: b: (/b/), silent /b/); c: (/si/, /k/); d: (/d/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “family life” and its components such as “family members’ jobs, working places, and job routines; different types of family homes and houses” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “family life” and its components such as “family members’ jobs, working places, and job routines; different types of family homes and houses” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts

family members’ jobs, working places, and job routines; different types of family homes and houses

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will write a short descriptive booklet about one of their family members, focusing on their job, workplace, and daily routine. They will also include details about the type of home this family member lives in, describing its features such as the number of rooms, outdoor spaces, or special areas. To make their work more engaging, students will draw a simple illustration of the home and explain how it supports their family member’s daily activities and routines. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students’ knowledge of “family life” and its components such as “family members’ jobs, working places, and job routines; different types of family homes and houses”. As they are lower secondary school students in year 6 (six), they can know what “family life” and its components such as “family members’ jobs, working places, and job routines; different types of family homes and houses” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 6 of lower secondary school, they can know some basic vocabulary about “family life” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “family life” and its components such as “family members’ jobs, working places, and job routines; different types of family homes and houses”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “family life”. Therefore, a dialogue game can be played to revise all vocabulary and language grammar items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammatical items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics throughout these practices).

Establishing Links

Students can recall the current (theme) concept of “family life” and its components such as “family members’ jobs, working places, and job routines; different types of family homes and houses” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she/he can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “family life” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote/a very short story, watching a pantomime/cartoon story, etc. that has no relation or connection to the current theme and does not require any knowledge of English **(D2.5, SELS2.1, V12.1, LS2, LS4)**.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around “family life” and sub-themes “family members’ jobs, working places, and job routines; different types of family homes and houses”, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG6.4.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of “family life” during the background recall session, students can have a vision of the current theme as a general concept in the current (new) theme **(D3.2, SELS1.1, V3.2, V2.2,V2.4, V2.3, LS1, LS4, CS2.11, CS2.16.2)**. So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme **(CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme,

and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme **(CS2.14)**. It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about **(CS2.8)**. As they have already seen a scene from a film about the theme and the pictures, realia, etc. they can easily answer what the current theme will be about and that their guesses were true **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, V2.2, V2.4, V2.3, LS2, LS4, CS2.10, CS2.17)**.

ENG6.4.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about the theme shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the “family life” in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V3.3, V3.4, V2.2, V2.4, V2.3, LS2, LS4, CS2.14, CS2.16.2)**.

ENG6.4.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content, some realia brought into the classroom by the teacher could be used **(V2.2, V2.4, V2.3)**. The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme “family life” is mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme “family life” and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG6.4.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening–watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG6.4.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about the theme “family life” and the words and/or word groups for the sub-themes “family members’ jobs, working places, and job routines; different types of family homes and houses”, the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V3.3, V2.2, V2.4, V2.3, LS4, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the sub-themes “family members’ jobs, working places, and job routines; different types of family homes and houses”, the students listen **(CS2.9)**; then the teacher says the target words/word groups and acts them out, the students repeat after her/him **(SELS2.1, CS2.14)**. Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for the sub-themes **(D2.3, D2.5, V3.3, V2.2, V2.4, V2.3)**. As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice **(SELS2.3, CS2.8, CS2.11)**. They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom **(CS2.12)**. Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games **(SELS2.1, V7.2, LS5, LS6, LS9)**. The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically **(CS3.1)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills **(SELS2.2)**. The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them **(CS2.13)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum **(D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4)**.

ENG6.4.R1

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used **(V3.2, LS2, LS4)**. Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme **(V3.4, LS1, CS2.3, CS2.6)**. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way **(V3.3, V7.2, LS5, CS3.3)**. For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words)

surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG6.4.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG6.4.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text **(SELS2.2)**. One peer reads the first half of the text and the second peer reads the other half of the text in a given time **(CS2.6)**. They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style **(D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9)**. Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher **(CS2.14)**. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones **(SELS2.1)**. From display to communicative open-ended, various types of questions are used to understand the meaning of the text **(SELS3.1, SELS3.2, CS2.6)**. During this process students work collaboratively to exchange information, thoughts, and feelings **(D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8)**.

ENG6.4.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(D2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6)**.

ENG6.4.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, students remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions **(SELS1.1)**. As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme **(V3.2, LS1)**.

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items **(D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7)**. Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about the theme **(V2.2, V2.4, V2.3, CS2.8)**. They underline the words whose meaning they do not know while reading silently **(CS2.17)**. Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words **(D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7)**.

To introduce and practise the meanings of the target vocabulary related to the theme, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know **(V2.2, V2.4, V2.3, CS2.16.1, CS2.6)**. By guessing what they are, the students hear the English equivalents of the words for the theme and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words **(D1.2, D1.6, D3.7, CS2.10)**. This is conducted in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)** (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum **(V3.3, V3.4, V16.3, LS1, LS2, LS4)**. After having watched the introductory digital story, the teacher shows some pictures for the sub-themes, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him **(D2.3, V2.2, V2.4, V2.3, CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum **(V2.2, V2.4, V2.3)**.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures, and symbolic images for some categories about the components of the theme "family life". She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V2.2, V2.4, V2.3, CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme **(D3.2, D3.8, SELS2.2, V2.2, V2.4, V2.3)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen **(SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other's spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection, and use of the new target vocabulary items, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games

such as Bingo, Pelmanism, King's game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher's objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in context **(D2.5, D.3.3, SELS3.1, SELS3.2, V2.2, V2.3, V2.4, V4.2, V4.4, V7.2, LS9, CS2.20)**. Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.4.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme "family life", the introductory digital story or an extract from it played so that the students can notice the target language chunks **(D3.2, CS2.2)**. While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same **(V3.2, LS2, CS2.14)**. She/he could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures **(SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2)**. To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/ whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board **(D3.2, SELS3.2, V3.3)**. She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher **(CS2.7)**. These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them **(CS2.9)**. Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class **(SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2)**. Both the teacher and the class members give feedback to the students as they say their sentences **(CS2.19)**. The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum **(V4.3, V6.2, V10.3, LS6)**.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme "family life" the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them **(SELS3.2, V3.3, V2.2, V2.3, V2.4, CS2.4, CS2.6, CS2.8)**. She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4)**.

ENG6.4.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme, as in other themes **(V2.2, V2.3, V2.4, V3.2)**.

ENG6.4.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme “family life”. They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it **(SELS3.1)**. While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling and so on **(D3.1, V3.4, LS1, CS2.4, CS2.16.3)**.

ENG6.4.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher’s feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20)**.

ENG6.4.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings **(D2.5, D3.3, SELS3.2, CS2.13)**. All the content is expected to be contextual, practical, authentic, real, and appropriate to the students’ interests and language level **(V3.4, V7.2, V12.1, LS1, LS4, LS9)**.

ENG6.4.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme in their writing **(SELS2.2, SELS2.3, V3.4, V4.2, V2.2, V2.3, V2.4, LS9, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways **(D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20)**. These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.4.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(D1.5, SELS1.3, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V4.3, V6.2, V10.3, V20.4, LS1, LS6)**.

ENG6.4.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme **(V3.2, V3.4, V2.2, V2.3, V2.4)**.

ENG6.4.S2

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used **(CS2.6)**. They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context **(D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4)**.

ENG6.4.S3

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc **(D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13)**.

ENG6.4.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme **(SELS2.2, SELS3.2, V4.2, V2.2, V2.3, V2.4, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20)**.

ENG6.4.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme "family life" in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20)**. Picture strip stories can be used at the end of each theme to provide a consolidation and revision **(V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14)**. These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students

are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme and its components such as “family members’ jobs, working places, and job routines; different types of family homes and houses” **(V2.2, V2.3, V2.4, V3.4, V4.2, LS4, CS3.1, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20)**. These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG6.4.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(SELS1.3, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V4.3, V6.2, V10.3, V20.4, LS1, LS6)**.

DIFFERENTIATION

Expansion

Objective: To practise future arrangements in English through a creative and interactive speaking activity where students describe their future travel plans in detail.

Activity title: Future Travel Diaries

The teacher divides the class into pairs or small groups of 3-4 students and gives each group a set of Travel Destination Cards and Travel Activity Cards. The Travel Destination Cards have places like “İstanbul”, “Paris”, “Antalya”, “New York”, “Maldives”, “Rome”, “Tokyo”, etc. The Travel Activity Cards contain activities people can do while travelling (e.g., “attending a local festival”, “going on a city tour”, “trying new foods”, etc.). Each group selects a destination card and a travel activity card and forms their travel plan using a destination and activities they pick from the cards. For example: “We are flying to Paris next month. First, we are visiting the Eiffel Tower, and then we are eating at a famous French café”. Students take turns speaking about their future trip. For example: “Next summer, we are visiting the Maldives, and we are snorkelling with dolphins every morning”, “I am flying to Rome next month to visit my cousin. We are going on a historical tour of the Colosseum because I’m really interested in Roman history”. The teacher encourages students to add as many details as possible to make the travel plan sound exciting, like when they are leaving, who they are traveling with, and how they feel about the trip. After 3-5 minutes, the groups switch to the next destination and activity, continuing to create new travel plans and speaking about their future plans. In pairs or groups, students can ask follow-up questions based on the plans their peers describe. For example: “Why are you visiting Rome?”, “What other activities are you doing in İstanbul?” After the activity, the teacher asks a few students or groups to share their travel plans with the class and writes their sentences on the board to emphasize correct use of the target grammar. She/He praises students for being creative and using detailed descriptions and encourages them to continue practising by imagining future trips or activities. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To practise future arrangements in English through a creative and interactive speaking activity where students describe their future travel plans.

Activity Title: Future Travel Diaries

For the same activity, the teacher provides sentence starters or a template to help guide the students through their descriptions. For example: "I am going to _____ next _____.", "We are visiting _____ and then _____.", "I am meeting my friend at the airport, and we are _____." Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 5: LIFE IN THE NEIGHBOURHOOD & CITY

Sub-themes: Festivals and events in the neighbourhood and city; transportation in the neighbourhood and the city

This theme is centred on the concept of “life in the neighbourhood and the city” and covers the sub-themes of “festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 10

FIELD SKILLS AND SUPPORTIVE SKILLS

FLFS1. Listening/Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Grammar: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY**RELATIONS**

Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS

CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 6 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.6.5.L1. Students can get ready for the listening/watching-comprehension process for the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” carefully.

- a) Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) Students make predictions about the current content on “life in the neighbourhood and the city” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.6.5.L2. Students can bring information about the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” together through significant details and main components while listening/watching it.

- a) Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.6.5.L3. Students can make meaning of/derive meaning from the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” through significant details by listening/watching it carefully.

- a) Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.6.5.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city”.

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*
- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.6.5.P1. Students can select and use the target phonological elements of the current content about “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

- a) *Students listen to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Students recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG.6.5.R1. Students can get ready for the reading-comprehension process about the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.6.5.R2. Students can bring information about the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.6.5.R3. Students can make meaning of / derive meaning from the current content about “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.6.5.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.5.V1. Students can select and use the target vocabulary of the current content about “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.6.5.G1. Students can select and use the target grammatical elements of the current content about “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.6.5.W1. Students can get ready for the writing-expression process about the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.6.5.W2. Students can understand the model/example for the writing task about the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.6.5.W3. Students can organise a content for the assigned writing task on the current content “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/or unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.6.5.W4. Students can individually construct/form content for the assigned writing task on the current content “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.6.5.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.6.5.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.5.S1. Students can get ready for speaking-expression process about the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.6.5.S2. Students can use the model/example for producing verbal content about the current content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.6.5.S3. Students can organise a new verbal content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.6.5.S4. Students can construct a new verbal content on “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.6.5.S5. Students can reorganise (reconstruct) and use information about the “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.6.5.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*

- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

LIFE IN THE NEIGHBOURHOOD AND CITY

Sub-themes: festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for festivals and events in the neighbourhood and city:

Nouns: A festival, an audience, a musician, a platform, a wedding, jazz, pop, rock, rap.

Verbs: To celebrate, to perform, to raise (money), to organise, to practice, to ride, to skate.

Adjectives: Pleased, social, tired, creative, local.

Adverbs: Any, better, best.

Vocabulary for transportation in the neighbourhood and city:

Nouns: Means of transport, parking, driving, a sign, a direction, a vehicle, a railway, a link, a tube, underground (official name of tube in Britain)(subway-AmE.), a drive, a ride, a van, a ship, a lorry (truck-AmE.), a motorcycle, a wheel, gas, petrol, an overpass, an underpass, tram (trolley-AmE.).

Verbs: To catch, to cross, to ride, to link, to count someone in, to hang on, to rush.

Adjectives: Pleased, crowded, social, tired, creative, local.

Phrases: Public transport.

Adverbs: Along, straight, past, slowly.

Target Grammatical Structures in Use:

-The Simple Past Tense (was-were): (The train was late yesterday because of the rain. The guests were pleased with the meals).

-Wh- questions (why, when): (What did they celebrate last night? When did the lorry cross the overpass?)

-Gerunds and infinitives: (I enjoy listening to rock music at festivals. We planned to raise money for the jazz performers).

-Question tags for the Simple Past Tense (to be): (The festival was amazing, wasn't it? There weren't many people at the wedding, were there?)

-Prepositions (prepositions of place: at, in, on, in front of, under, behind, among, beside, near, next to, between, across, into, through, onto, out of. Prepositions of time: on, in, for, at; Prepositions of phrases: on foot, by car): (The truck stopped near the railway crossing. The audience sat on the grass during the concert. The jazz concert started at 7 p.m. last night. He travelled to the city park by car with his family. She walked across the road to catch the bus-AmE.).

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Functions of the Grammatical Structures in Use:

-Use of the Simple Past Tense (was-were): Describing past events, states, or conditions.

-Use of Wh questions (why, when): Asking for reasons or time-related information about events, actions, or situations.

- Use of Gerunds and infinitives: Talking about likes, dislikes, plans, and actions.
- Use of Question tags for past tense (to be): Confirming or seeking agreement about past events or states.
- Use of Prepositions (prepositions of place: at, in, on, in front of, under, behind, among, beside, near, next to, between, across, into, through, onto, out of and prepositions of time: on, in, for, at; prepositions of phrases: on foot, by car): Describing the location and time of objects, people, or events.

Target Social Language in Use:

The music festival is the talk of the town!

We were stuck in a traffic jam on the way to the concert!

Can I get a lift to the station?

Target Phonological Sounds in Use:

Vowel: i: (/aɪ/, /ɪ/, /i:/)

Consonants: f: (/f/); g: (/g/, /dʒ/); h: (/h/); j: (/dʒeɪ/, /dʒ/); k: (/k/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “life in the neighbourhood and the city” and its components such as “festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “life in the neighbourhood and the city” and its components such as “festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts

festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will create a poster or a short presentation about a festival or event in their neighbourhood or city and explain how people can travel to this event using different transportation options. Students will include details about the festival or event, such as its name, type (sports, music, arts), time, and location. They will describe at least two transportation methods available, explaining which one is better for the event and why. Students will also add pictures or drawings to make their work visually appealing and informative. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students’ knowledge of “life in the neighbourhood and the city” and its components such as “festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city”. As they are lower secondary school students in year 6 (six), they can know what “life in the neighbourhood and the city” and its components such as “festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand,

and learn them more easily in a foreign language, in this case English.

As they are students in year 6 of lower secondary school, they can know some basic vocabulary about “life in the neighbourhood and the city” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in the neighbourhood and the city” and its components such as “festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “life in the neighbourhood and the city”. Therefore, a dialogue game can be played to revise all vocabulary and language grammar items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammatical items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students can recall the current (theme) concept of “life in the neighbourhood and the city” and its components such as “festivals and events in the neighbourhood and city; transportation in the neighbourhood and the city” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she/he can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “life in the neighbourhood and the city” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote/a very short story, watching a pantomime/cartoon story, etc. that has no relation or connection to the current theme and does not require any knowledge of English **(D2.5, SELS2.1, V12.1, LS2, LS4)**.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around “life in the neighbourhood and the city” and sub-themes “festivals

and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city”, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG6.5.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of “life in the neighbourhood and the city” during the background recall session, students can have a vision of the current theme as a general concept in the current (new) theme **(D3.2, SELS1.1, V3.2, V10.3, V14.3, V16.2, LS1, LS4, CS2.11, CS2.16.2)**. So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme **(CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme **(CS2.14)**. It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about **(CS2.8)**. As they have already seen a scene from a film about the theme and the pictures, realia, etc. they can easily answer what the current theme will be about and that their guesses were true **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, V10.3, V14.3, V16.2, LS2, LS4, CS2.10, CS2.17)**.

ENG6.5.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about the theme shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the “life in the neighbourhood and the city” in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V3.3, V3.4, V10.3, V14.3, V16.2, LS2, LS4, CS2.14, CS2.16.2)**.

ENG6.5.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content, some realia brought into the classroom by the teacher could be used **(V10.3, V14.3, V16.2)**. The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme “life in the neighbourhood and the city” is mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme “life in the neighbourhood and the city” and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG6.5.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening–watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG6.5.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about the theme “life in the neighbourhood and the city” and the words and/or word groups for the sub-themes “festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city”, the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V3.3, V10.3, V14.3, V16.2, LS4, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the sub-themes “festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city”, the students listen **(CS2.9)**; then the teacher says the target words/word groups and acts them out, the students repeat after her/him **(SELS2.1, CS2.14)**. Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for the sub-themes **(D2.3, D2.5, V3.3, V10.3, V14.3, V16.2)**. As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice **(SELS2.3, CS2.8, CS2.11)**. They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom **(CS2.12)**. Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games **(SELS2.1, V7.2, LS5, LS6, LS9)**. The teacher

facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically **(CS3.1)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills **(SELS2.2)**. The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them **(CS2.13)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum **(D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4)**.

ENG6.5.R1

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used **(V3.2, LS2, LS4)**. Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme **(V3.4, LS1, CS2.3, CS2.6)**. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way **(V3.3, V7.2, LS5, CS3.3)**. For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG6.5.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG6.5.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text **(SELS2.2)**. One peer reads the first half of the text and the second peer reads the other half of the text in a given time **(CS2.6)**. They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style **(D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9)**. Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical

chunks, and semantic meaning relatively with the help of the teacher **(CS2.14)**. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones **(SELS2.1)**. From display to communicative open-ended, various types of questions are used to understand the meaning of the text **(SELS3.1, SELS3.2, CS2.6)**. During this process students work collaboratively to exchange information, thoughts, and feelings **(D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8)**.

ENG6.5.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(D 2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6)**.

ENG6.5.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, students remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/watching, and pre-reading sessions **(SELS1.1)**. As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme **(V3.2, LS1)**.

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items **(D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7)**. Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about the theme **(V10.3, V14.3, V16.2, CS2.8)**. They underline the words whose meaning they do not know while reading silently **(CS2.17)**. Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words **(D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7)**.

To introduce and practise the meanings of the target vocabulary related to the theme, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know **(V10.3, V14.3, V16.2, CS2.16.1, CS2.6)**. By guessing what they are, the students hear the English equivalents of the words for the theme and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words **(D1.2, D1.6, D3.7, CS2.10)**. This is conducted in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)** (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum **(V3.3, V3.4, V10.3, V14.3, V16.2, LS1, LS2, LS4)**. After having watched the introductory digital story, the teacher shows some pictures for the sub-themes, on the walls as clues and says the words aloud several times in sentences by pointing to the

pictures and the students repeat after her/him **(D2.3, V10.3, V14.3, V16.2, CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum **(V10.3, V14.3, V16.2)**.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures, and symbolic images for some categories about the components of the theme “life in the neighbourhood and the city”. She/He also prepares mixed images/pictures for target vocabulary items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V10.3, V14.3, V16.2, CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme **(D3.2, D3.8, SELS2.2, V10.3, V14.3, V16.2)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen **(SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other’s spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection, and use of the new target vocabulary items, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King’s game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher’s objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in context **(D2.5, D3.3, SELS3.1, SELS3.2, V4.2, V4.4, V7.2, V10.3, V14.3, V16.2, LS9, CS2.20)**. Students’ learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.5.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students’ attention to the target language chunks of the theme “life in the neighbourhood and the city”, the introductory digital story or an extract from it played so that the students can notice the target language chunks **(D3.2, CS2.2)**. While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same **(V3.2, LS2, CS2.14)**. She/he could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students’ attention. The sentences with the target chunks are also written and placed on the Smart Board/blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures **(SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2)**. To check the students’ identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board **(D3.2, SELS3.2, V3.3)**. She/He also asks them to find the same or similar sentences with these chunks which are given in different types of

tables prepared by the teacher **(CS2.7)**. These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them **(CS2.9)**. Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class **(SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2)**. Both the teacher and the class members give feedback to the students as they say their sentences **(CS2.19)**. The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum **(V4.3, V6.2, V10.3, LS6)**.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme "life in the neighbourhood and the city", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them **(SELS3.2, V3.3, V10.3, V14.3, V16.2, CS2.4, CS2.6, CS2.8)**. She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4)**.

ENG6.5.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme, as in other themes **(V3.2, V10.3, V14.3, V16.2)**.

ENG6.5.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme "life in the neighbourhood and the city". They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/ example to copy to be able to notice significant points and elements in it **(SELS3.1)**. While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling and so on **(D3.1, V3.4, LS1, CS2.4, CS2.16.3)**.

ENG6.5.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/ pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20)**.

ENG6.5.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings **(D2.5, D3.3, SELS3.2, CS2.13)**. All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level **(V3.4, V7.2, V12.1, LS1, LS4, LS9)**.

ENG6.5.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme in their writing **(SELS2.2, SELS2.3, V3.4, V4.2, V10.3, V14.3, V16.2, LS9, CS2.20)**. AI- based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways **(D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20)**. These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.5.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(D1.5, SELS1.3, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V4.3, V6.2, V10.3, V20.4, LS1, LS6)**.

ENG6.5.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme about "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" **(V3.2, V3.4, V10.3, V14.3, V16.2)**.

ENG6.5.S2

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used **(CS2.6)**. They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context **(D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4)**.

ENG6.5.S3

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG6.5.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" (**SELS2.2, SELS3.2, V4.2, V10.3, V14.3, V16.2, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20**).

ENG6.5.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme "life in the neighbourhood and the city" in fun, enjoyable, varied, and versatile activities (**SELS2.3, CS2.20**). Picture strip stories can be used at the end of each theme to provide a consolidation and revision (**V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14**). These new contents created are contextual, practical, authentic, real, and appropriate to the students' age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme and its components such as "festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" (**V3.4, V4.2, V10.3, V14.3, V16.2, LS4, V10.3, V14.3, V16.2, CS3.1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20**). These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG6.5.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

DIFFERENTIATION

Expansion

Objective: To practise talking about complex directions in English by using the prepositions of place in a fun and interactive treasure hunt game.

Activity title: Treasure Hunt Adventure

The teacher divides the class into small groups (3-4 students each) and tells them that they are going on an exciting treasure hunt. She/He gives each group a Treasure Hunt Map (a hand-drawn or printed map of a fictional place like a pirate island, a mysterious castle, a hidden city with various landmarks and locations) and a set of Treasure Clue Cards (cards with clues or directions that lead students to the next location or object in the hunt). The cards describe where the next clue or "treasure" (a small object hidden on the map) is located using prepositions of place. Each group goes on a treasure hunt and follows the clues and describes where objects or locations are according to the prepositions of place. The teacher reads the first clue aloud to the class. For example: "The treasure is under the big tree near the castle". Groups discuss and figure out the location based on the clue. Students describe the position of the treasure on their map, using the correct prepositions of place. For example: "The treasure is under the big tree". Once they find the location of the treasure, they check their answer with the teacher. If they are correct, they receive the next clue to continue the hunt. As groups move through the map, they encounter more clues with complex prepositions (e.g., "The hidden door is between the bookshelf and the window" or "The key is behind the painting in the corridor"). The first group to solve all the clues and find the final treasure (a hidden object somewhere in the room or on the map) wins the game. Once all the groups have completed the treasure hunt, ask them to share their favourite clues or most difficult clues with the class. The teacher praises students for their teamwork and creativity during the hunt. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To practise talking about complex directions in English by using the prepositions of place in a fun and interactive treasure hunt game.

Activity title: Treasure Hunt Adventure

The teacher divides the class into small groups (3-4 students each) and tells them that they are going on an exciting treasure hunt. The teacher hides a small object, such as a coin, or sticker that will be the final treasure in the classroom or in a specific area. Clue cards are also placed in different spots, each one leading to the next clue. Each clue describes the location of the next clue using a preposition of place. For example: "The treasure is under the desk", "Look behind the door". The teacher gives the class the first clue aloud. For example: "The treasure is under the table". Students follow the clue and find the location described using prepositions. When students find the correct location (e.g., under the table), they read the next clue. Example: "The next clue is behind the bookshelf". As students move from one location to the next, they describe where things are located using prepositions, such as: "The book is on the shelf". The first group to find the final treasure wins the game! Once the treasure is found, the teacher reviews the prepositions of the place used during the activity and discusses any mistakes. She/He provides feedback and praises students for their participation and teamwork! Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 6: LIFE IN THE WORLD & CULTURE

Sub-themes: Countries, nationalities, and languages in the world; food types and events from different parts of the world

This theme is centred on the concept of “life in the world and culture” and covers the sub-themes of “countries, nationalities, and languages in the world; food types and events from different parts of the world”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 10

FIELD SKILLS AND SUPPORTIVE SKILLS

- FLFS1. Listening/Watching-Comprehension
- FLFS2. Reading-Comprehension
- FLFS3. Speaking-Expression
- FLFS4. Writing-Expression
- FLSS1. Grammaticing: Selection and Use
- FLSS2. Vocabulary: Selection and Use
- FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS –

DISPOSITIONS

- D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional

Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values

V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence

Literacy Skills

LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 6 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.6.6.L1. Students can get ready for the listening/watching-comprehension process for the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “life in the world and culture” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.6.6.L2. Students can bring information about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” together through significant details and main components while listening/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.6.6.L3. Students can make meaning of/derive meaning from the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” through significant details by listening/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.6.6.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”.

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*
- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.6.6.P1. Students can select and use the target phonological elements of the current content about “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

- a) *Students listen to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Students recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG.6.6.R1. Students can get ready for the reading-comprehension process about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.6.6.R2. Students can bring information about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.6.6.R3. Students can make meaning of / derive meaning from the current content about “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*
- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.6.6.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.6.V1. Students can select and use the target vocabulary of the current content about “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening(to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening(to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*

- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.6.6.G1. Students can select and use the target grammatical elements of the current content about “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.6.6.W1. Students can get ready for the writing-expression process about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.6.6.W2. Students can understand the model/example for the writing task about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide by examining it carefully.*

ENG.6.6.W3. Students can organise a content for the assigned writing task on the current content “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/or unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.6.6.W4. Students can individually construct/form content for the assigned writing task on the current content “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.6.6.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.6.6.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.6.S1. Students can get ready for speaking-expression process about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.6.6.S2. Students can use the model/example for producing verbal content about the current content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.6.6.S3. Students can organise a new verbal content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.6.6.S4. Students can construct a new verbal content on “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.6.6.S5. Students can reorganise (reconstruct) and use information about the “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.6.6.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

LIFE IN THE WORLD & CULTURE

Sub-themes: Countries, nationalities, and languages in the world; food types and events from different parts of the world

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for countries, nationalities and languages in the world:

Nouns: A country, a nation, a capital, a flag, a government, a tradition, a heritage.

Countries: Türkiye, England, Germany, Austria, Greece, Turkish Republic of Northern Cyprus, Poland, Denmark, Belgium, the Netherlands, Sweden, India, Spain, Italy.

Nationalities/Languages: Turkish/Turkish, English/English, German/German, Austrian/German, Greek/Greek, Turkish Cypriot/Turkish, Polish/Polish, Danish/Danish, Belgian/Dutch-French-German, Dutch/Dutch, Swedish/Swedish, Spanish/Spanish, French/French, Italian/Italian, Indian/Hindu-English.

Adjectives: National, official, foreign, historic, traditional, worth.

Vocabulary for food types and events from different parts of the world: Nouns: Experience, a cuisine, an ingredient, an appetiser, a main course, a dessert, dumplings, a dish, a competition.

Verbs: To experience, to dry, to heat.

Adjectives: Sour, bitter, incredible, gorgeous, crunchy, high-quality, homemade, spicy, crispy, flavourful.

Adverbs: Everywhere, somewhere, anywhere, nowhere.

Phrases: Enjoy your meal!, street food, food stalls, pop-up markets.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-The Simple Past Tense: (We enjoyed the delicious cuisine at the street food festival).

-Question tags for The Simple Past Tense (regular verbs): (They visited the capital of Greece, didn't they?)

Functions of the Target Grammatical Structures in Use:

-Use of The Simple Past Tense: Expressing actions, events, or situations that started and finished at a specific time in the past.

-Use of question tags for The Simple Past Tense (regular verbs): Confirming information or asking for agreement about past actions.

Target Social Language in Use:

I had culture shock when we moved to Spain!

We both love football so we speak the same language!

The Topkapı Palace is world famous!

Target Phonological Sounds in Use:

l, m, n, (ng), o, p

Vowel: o: (/əʊ/, /ɒ/, /əʊ/)

Consonants: l: (/ɛl/ /l/); m: (/ɛm/, /m/); n: (/ɛn/, /n/); p: (/pi:/ /p/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme “life in the world and culture” and its components such as “countries, nationalities, and languages in the world; food types and events from different parts of the world” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower secondary school student will know what “life in the world and culture” and its components such as “countries, nationalities, and languages in the world; food types and events from different parts of the world” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

countries, nationalities, languages, languages in the world, food types, food events, food types from different parts of the world, food events from different parts of the world

INDICATORS FOR LEARNING (Assessment and Evaluation)**EVALUATION FOR THE SKILLS AND THE CONTENT:**

PERFORMANCE ASSIGNMENT: Students will design a creative poster about a country of their choice. The poster will show the country’s name, the nationality of its people, and the language they speak. It will also include a description of a traditional food from the country, detailing its ingredients and cultural importance. Additionally, students will provide information about a cultural event or festival where the food is served, describing the traditions and activities related to it. The poster should be visually appealing with drawings, images, and descriptive text to focus on the unique aspects of the country. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES**Basic Acceptations: Preparedness/ Readiness**

This theme is based on the students’ knowledge of “life in the world and culture” and its components such as “countries, nationalities, and languages in the world; food types and events from different parts of the world”. As they are lower secondary school students in year 6 (six), they can know what “life in the world and culture” and its components such as “countries, nationalities, and languages in the world; food types and events from different parts of the world” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 6 of lower secondary school, they can know some basic vocabulary about “life in the world and culture” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, and social factors are appropriate and suitable for learning about the "life in the world and culture" and its components such as "countries, nationalities, and languages in the world; food types and events from different parts of the world". Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of "life in the world and culture". Therefore, a dialogue game can be played to revise all vocabulary and language grammar items from the themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammatical items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics throughout these practices).

Establishing Links

Students can recall the current (theme) concept of "life in the world and culture" and its components such as "countries, nationalities, and languages in the world; food types and events from different parts of the world" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she/he can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme "life in the world and culture" in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote/a very short story, watching a pantomime/cartoon story, etc. that has no relation or connection to the current theme and does not require any knowledge of English **(D2.5, SELS2.1, V12.1, LS2, LS4)**.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around "life in the world and culture" and sub-themes "countries, nationalities, and languages in the world; food types and events from different parts of the world", allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds

on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG6.6.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of “life in the world and culture” during the background recall session, students can have a vision of the current theme as a general concept in the current (new) theme (**D3.2, SELS1.1, V3.2, V3.3, V4.5, LS1, LS4, CS2.11, CS2.16.2**). So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme (**CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme (**CS2.14**). It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about (**CS2.8**). As they have already seen a scene from a film about the theme and the pictures, realia, etc. they can easily answer what the current theme will be about and that their guesses were true (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, V3.3, V4.5, LS2, LS4, CS2.10, CS2.17**).

ENG6.6.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about the theme shown earlier) (**CS2.11**). Students watch the introductory digital story to consolidate the identification of the theme “life in the world and culture” in it as a whole (**CS2.13**) without stopping the video at any point, so that the students can understand the theme holistically (**D3.2, SELS1.1, V3.3, V3.4, V3.3, V4.5, LS2, LS4, CS2.14, CS2.16.2**).

ENG6.6.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content, some realia brought into the classroom by the teacher could be (**V3.3, V4.5**). The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme “life in the world and culture” is mentioned in the introductory digital story, without stopping the video while the students watch the story (**CS2.6**). When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options (**CS2.5**). As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily (**CS2.1**). In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component (**CS2.8**). Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components (**D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4**).

To check whether the students understand the general topic of the theme “life in the world and culture” and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while (**CS2.3**). She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students (**SELS2.2, V3.4, V4.2, LS1, LS4, LS6**). When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the

students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG6.6.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG6.6.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about the theme “life in the world and culture” and the words and/or word groups for the sub-themes “countries, nationalities, and languages in the world; food types and events from different parts of the world”, the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **V3.3, V3.3, V4.5 LS4, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the sub-themes “countries, nationalities, and languages in the world; food types and events from different parts of the world”, the students listen **(CS2.9)**; then the teacher says the target words/word groups and acts them out, the students repeat after her/him **(SELS2.1, CS2.14)**. Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for the sub-themes **(D2.3, D2.5, V3.3, V3.3, V4.5)**. As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice **(SELS2.3, CS2.8, CS2.11)**. They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom **(CS2.12)**. Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games **(SELS2.1, V7.2, LS5, LS6, LS9)**. The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically **(CS3.1)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills **(SELS2.2)**. The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them **(CS2.13)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. **(D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4)**.

ENG6.6.R1

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used **(V3.2, LS2, LS4)**. Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme **(V3.4, LS1, CS2.3, CS2.6)**. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way **(V3.3, V7.2, LS5, CS3.3)**. For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG6.6.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG6.6.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text **(SELS2.2)**. One peer reads the first half of the text and the second peer reads the other half of the text in a given time **(CS2.6)**. They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style **(D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9)**. Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher **(CS2.14)**. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones **(SELS2.1)**. From display to communicative open-ended, various types of questions are used to understand the meaning of the text **(SELS3.1, SELS3.2, CS2.6)**. During this process students work collaboratively to exchange information, thoughts, and feelings **(D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8)**.

ENG6.6.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(D2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6)**.

ENG6.6.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, students remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/ watching, and pre-reading sessions **(SELS1.1)**. As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme **(V3.2, LS1)**.

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items **(D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7)**. Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about the theme **(V3.3, V4.5, CS2.8)**. They underline the words whose meaning they do not know while reading silently **(CS2.17)**. Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words **(D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7)**.

To introduce and practise the meanings of the target vocabulary related to the theme, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know **(V3.3, V4.5, CS2.16.1, CS2.6)**. By guessing what they are, the students hear the English equivalents of the words for the theme and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words **(D1.2, D1.6, D3.7, CS2.10)**. This is conducted in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)** (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum **(V3.3, V3.4, V3.3, V4.5, LS1, LS2)**. After having watched the introductory digital story, the teacher shows some pictures for the sub-themes, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him **(D2.3, V3.3, V4.5 CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum **(V3.3, V4.5)**.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures, and symbolic images for some categories about the components of the theme "life in the world and culture". She/He also prepares mixed images/pictures for target vocabulary

items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them (**V4.5, V14.3, V16.3, V19.1, V19.2, LS5, LS6, CS2.4**). She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly (**V3.3, L2, LS4, CS2.5**). The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme (**D3.2, D3.8, SELS2.2, V3.3, V4.5**). When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen (**SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5**). In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other's spelling (**D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9**). To consolidate the meaning, selection, and use of the new target vocabulary items, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King's game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher's objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students (**CS2.13**). Students can be asked to create their own games to use the target vocabulary items in context (**D2.5, D.3.3, SELS3.1, SELS3.2, V4.2, V4.4, V7.2, V3.3, V4.5, LS9, CS2.20**). Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.6.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme "life in the world and culture", the introductory digital story or an extract from it played so that the students can notice the target language chunks (**D3.2, CS2.2**). While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same (**V3.2, LS2, CS2.14**). She could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures (**SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2**). To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/ whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board (**D3.2, SELS3.2, V3.3**). She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher (**CS2.7**). These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them (**CS2.9**). Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class (**SELS2.2, SELS3.2,**

D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2). Both the teacher and the class members give feedback to the students as they say their sentences **(CS2.19)**. The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum **(V4.3, V6.2, V10.3, LS6)**.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme "life in the world and culture", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them **(SELS3.2, V3.3, V3.3, V4.5, CS2.4, CS2.6, CS2.8)**. She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4)**.

ENG6.6.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme, as in other themes **(V3.2, V3.3, V4.5)**.

ENG6.6.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme "life in the world and culture". They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it **(SELS3.1)**. While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling and so on **(D3.1, V3.4, LS1, CS2.4, CS2.16.3)**.

ENG6.6.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20)**.

ENG6.6.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings **(D2.5, D3.3, SELS3.2, CS2.13)**. All the content is expected to be contextual, practical,

authentic, real, and appropriate to the students' interests and language level (**V3.4, V7.2, V12.1, LS1, LS4, LS9**).

ENG6.6.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme in their writing (**SELS2.2, SELS2.3, V3.4, V4.2, V3.3, V4.5, LS9, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.6.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG6.6.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme (**V3.2, V3.4, V3.3, V4.5**).

ENG6.6.S2

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG6.6.S3

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG6.6.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme (**SELS2.2, SELS3.2, V4.2, V3.3, V4.5,**

CS2.20). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20).**

ENG6.6.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme “life in the world and culture” in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20).** Picture strip stories can be used at the end of each theme to provide a consolidation and revision **(V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14).** These new contents created are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme and its components such as “countries, nationalities, and languages in the world; food types and events from different parts of the world” **(V3.4, V4.2, V3.3, V4.5, LS4, CS3.1, CS2.20).** AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20).** These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG6.6.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(SELS1.3, CS2.15).** Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2).** The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V4.3, V6.2, V10.3, V20.4, LS1, LS6).**

DIFFERENTIATION

Expansion

Objective: To practice the language for actions, events, or situations that started and finished at a specific time in the past in English through a fun and creative writing activity.

Activity 1: Time Traveller’s Diary

The teacher divides the class into pairs and tells students they are time travellers who have just returned from an adventurous trip to the past. She/He uses pictures or a timeline to help students visualize different time periods. Students select a time period they want to visit. The teacher provides a list of options, or lets them choose freely (e.g., Prehistoric Era, ancient Anatolia, ancient Egypt, Ancient Rome, the 1990s). She/He asks them to write an entry in their “Time Traveller’s Diary”, describing what they saw, did, and experienced while visiting a different time period. She/He challenges them to write full paragraphs with more complex sentences, adding details to their descriptions. Example: “I visited ancient Egypt. The pyramids were huge, and I met a friendly merchant. He sold me a beautiful necklace”. After pairs finish their entry, she/he allows them to share their diary entries with the class and asks them to discuss the different time periods that their classmates visited. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To practice the language for actions, events, or situations that started and finished at a specific time in the past in English through a fun and creative writing activity.

Activity 1: Time Traveller's Diary

The teacher divides the class into pairs and tells students they are time travellers who have just returned from an adventurous trip to the past. She/He gives a visual timeline or images of each era to help them imagine what might happen there. She/He instructs students to write a brief diary entry describing their experiences using the simple past tense and provides a list of common verbs in the past tense (e.g., "saw, went, met, ate") for students who need additional support with vocabulary. After pairs finish their entries, she/he allows them to share their diary entries with the class and asks students to interview each other about their time travel adventures. One student becomes the "time traveller", and the other asks questions like, "What did you see?" or "Who did you meet?". Then she/he asks them to highlight the verbs they used in the past tense and discuss the different time periods that their classmates visited. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 7: LIFE IN NATURE & GLOBAL PROBLEMS

Sub-themes: Activities in nature; environmental problems in the world and solutions

This theme is centred on the concept of “life in nature and global problems” and covers the sub-themes of “activities in nature; environmental problems in the world and solutions”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 10

FIELD SKILLS AND SUPPORTIVE SKILLS	FLFS1. Listening/Watching-Comprehension
	FLFS2. Reading-Comprehension
	FLFS3. Speaking-Expression
	FLFS4. Writing-Expression
	FLSS1. Grammmaring: Selection and Use
	FLSS2. Vocabulary: Selection and Use
	FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS –

DISPOSITIONS	D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional

Learning Skills	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values	V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V18. Cleanliness, V19. Patriotism, V20. Benevolence

Literacy Skills	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 6 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.6.7.L1. Students can get ready for the listening/watching-comprehension process for the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “life in nature and global problems” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.6.7.L2. Students can bring information about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions” together through significant details and main components while listening/watching it.

- a) *Students comprehend the topic of the current content by listening (to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner.*

ENG.6.7.L3. Students can make meaning of/derive meaning from the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions” through significant details by listening/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.6.7.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions”.

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*
- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.6.7.P1. Students can select and use the target phonological elements of the current content about “life in nature and global problems with activities in nature; environmental problems in the world and solutions” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

- a) *Students listen to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Students recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG.6.7.R1. Students can get ready for the reading-comprehension process about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.6.7.R2. Students can bring information about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.6.7.R3. Students can make meaning of / derive meaning from the current content about “life in nature and global problems with activities in nature; environmental problems in the world and solutions” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*

- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.6.7.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in nature and global problems with activities in nature; environmental problems in the world and solutions” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.7.V1. Students can select and use the target vocabulary of the current content about “life in nature and global problems with activities in nature; environmental problems in the world and solutions” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening(to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening(to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.6.7.G1. Students can select and use the target grammatical elements of the current content about “life in nature and global problems with activities in nature; environmental problems in the world and solutions” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.6.7.W1. Students can get ready for the writing-expression process about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.6.7.W2. Students can understand the model/example for the writing task about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.6.7.W3. Students can organise a content for the assigned writing task on the current content “life in nature and global problems with activities in nature; environmental problems in the world and solutions” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.6.7.W4. Students can individually construct/form content for the assigned writing task on the current content “life in nature and global problems with activities in nature; environmental problems in the world and solutions”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.6.7.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “life in nature and global problems with activities in nature; environmental problems in the world and solutions” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.6.7.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in nature and global problems with activities in nature; environmental problems in the world and solutions” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.7.S1. Students can get ready for speaking-expression process about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.6.7.S2. Students can use the model/example for producing verbal content about the current content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.6.7.S3. Students can organise a new verbal content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*
- b) *Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) *Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) *Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) *Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.6.7.S4. Students can construct a new verbal content on “life in nature and global problems with activities in nature; environmental problems in the world and solutions” by speaking accurately, efficiently, and authentically.

- a) *Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) *Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) *Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) *Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.6.7.S5. Students can reorganise (reconstruct) and use information about the “life in nature and global problems with activities in nature; environmental problems in the world and solutions” to communicate with other people.

- a) *Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) *Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.6.7.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in nature and global problems with activities in nature; environmental problems in the world and solutions” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

LIFE IN NATURE & GLOBAL PROBLEMS

Sub-themes: activities in nature; environmental problems in the world and solutions

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for activities in nature: An adventure, sailing, snowboarding, hiking, rafting, climbing.

Verbs: To camp, to cycle, to fish, to plant, to run, to sail, to ski, to ride, to pick.

Adverbs: High.

Vocabulary for environmental problems in the world and solutions: A danger, an effect, energy, heat, pollution, rubbish, smoke, rubbish.

Verb: To destroy, to increase, to prevent, to protect, to realize, to recycle, to reduce, to remove, to replace, to save, to solve.

Adjective: Plastic, reusable.

Preposition: Against.

Adverbs: Little, less, least, mostly.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social, and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-The Simple Past Tense: (People mostly ignored the importance of recycling).

-Question tags for The Simple Past Tense (irregular verbs): (Energy consumption became less sustainable over the years, didn't it?)

-Must and have to for obligation: (We must reduce plastic waste to protect marine life).

Functions of the Grammatical Structures in Use:

-Use of The Simple Past Tense: Expressing actions, events, or situations that started and finished at a specific time in the past.

-Use of Question tags for The Simple Past Tense (irregular verbs): Confirming information or asking for agreement about past actions.

-Use of "must and have to" for obligation: Expressing strong obligation or necessity, often related to rules, responsibilities, or urgent actions.

Target Social Language in Use:

I'm going to go hiking, nature's calling!

My dad has green fingers, his garden looks amazing!

She's wild about protecting nature!

Target Phonological Sounds in Use:

q, r, s, t, u

u: (/ju: /, /ʌ /, /ju: /)

Consonants: q: (/kju: /); r: (/ɑ: / (BrE.), /r / (AmE.)); s: (/s /, /ɛs /, /z /); t: (/ti: /, /t /)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme “life in nature and global problems” and its components such as “activities in nature; environmental problems in the world and solutions” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “life in nature and global problems” and its components such as “activities in nature; environmental problems in the world and solutions” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

activities, nature, activities in nature; environment, environmental problems, environmental problems in the world, solutions to the environmental problems

INDICATORS FOR LEARNING (Assessment and Evaluation)**EVALUATION FOR THE SKILLS AND THE CONTENT:**

PERFORMANCE ASSIGNMENT: Students will write a short report about an environmental problem in the world or in their neighbourhood. First, they will search for environmental problems and choose one of them. Then, they will write sentences suggesting possible solutions to this problem. The paragraphs may include quotes. Finally, they will read the reports in the classroom loudly. They should focus on the pronunciation and intonation, too. The paragraphs may be displayed on an online noticeboard. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES**Basic Acceptations: Preparedness/ Readiness**

This theme is based on the students’ knowledge of “life in nature and global problems” and its components such as “activities in nature; environmental problems in the world and solutions”. As they are lower secondary school students in year 6 (six), they can know what “life in nature and global problems” and its components such as “activities in nature; environmental problems in the world and solutions” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 6 of lower secondary school, they can know some basic vocabulary about “life in nature and global problems” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in nature and global problems” and its components such as “activities in nature; environmental problems in the world and solutions”. Recalling and practising with relevant vocabulary and

grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “life in nature and global problems”. Therefore, a dialogue game can be played to revise all vocabulary and language grammar items from the themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and grammatical items to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and grammatical items in the current theme. (Their performance can be evaluated by rubrics throughout these practices).

Establishing Links

Students can recall the current (theme) concept of “life in nature and global problems” and its components such as “activities in nature; environmental problems in the world and solutions” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she/he can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “life in nature and global problems” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote/a very short story, watching a pantomime/cartoon story, etc. that has no relation or connection to the current theme and does not require any knowledge of English **(D2.5, SELS2.1, V12.1, LS2, LS4)**.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around “life in nature and global problems” and sub-themes “activities in nature; environmental problems in the world and solutions”, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG6.7.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of “life in nature and global problems” during the background recall session, students can have a vision of the current theme as a general concept in the current (new) theme (**D3.2, SELS1.1, V3.2, V5.2, V5.3, V18.3, LS1, LS4, CS2.11, CS2.16.2**). So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme (**CS2.6, CS2.8**). For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme (**CS2.14**). It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about (**CS2.8**). As they have already seen a scene from a film about the theme and the pictures, realia, etc. they can easily answer what the current theme will be about and that their guesses were true (**D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, V5.2, V5.3, V18.3, LS2, LS4, CS2.10, CS2.17**).

ENG6.7.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about the theme shown earlier) (**CS2.11**). Students watch the introductory digital story to consolidate the identification of the theme “life in nature and global problems” in it as a whole (**CS2.13**) without stopping the video at any point, so that the students can understand the theme holistically (**D3.2, SELS1.1, V3.3, V3.4, V5.2, V5.3, V18.3, LS2, LS4, CS2.14, CS2.16.2**).

ENG6.7.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content, some realia brought into the classroom by the teacher could be used (**V5.2, V5.3, V18.3**). The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme “life in nature and global problems” is mentioned in the introductory digital story, without stopping the video while the students watch the story (**CS2.6**). When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options (**CS2.5**). As one of the words is from the previous themes, students could hear, understand, recognise and learn the (new) target vocabulary for each main component of the theme easily (**CS2.1**). In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component (**CS2.8**). Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components (**D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4**).

To check whether the students understand the general topic of the theme “life in nature and global problems” and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while (**CS2.3**). She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students (**SELS2.2, V3.4, V4.2, LS1, LS4, LS6**). When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) (**SELS1.2, CS2.6, CS2.10**). This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories (**D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12**).

ENG6.7.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening–watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG6.7.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about the theme “life in nature and global problems” and the words and/or word groups for the sub-themes “activities in nature; environmental problems in the world and solutions”, the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V3.3, V5.2, V5.3, V18.3, LS4, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the sub-themes “activities in nature; environmental problems in the world and solutions” the students listen **(CS2.9)**; then the teacher says the target words/word groups and acts them out, the students repeat after her/him **(SELS2.1, CS2.14)**. Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for the sub-themes **(D2.3, D2.5, V3.3, V5.2, V5.3, V18.3)**. As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice **(SELS2.3, CS2.8, CS2.11)**. They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom **(CS2.12)**. Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games **(SELS2.1, V7.2, LS5, LS6, LS9)**. The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically **(CS3.1)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills **(SELS2.2)**. The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them **(CS2.13)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum **(D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4)**.

ENG6.7.R1

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used **(V3.2, LS2, LS4)**. Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme **(V3.4, LS1, CS2.3, CS2.6)**. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way **(V3.3, V7.2, LS5, CS3.3)**. For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG6.7.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG6.7.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text **(SELS2.2)**. One peer reads the first half of the text and the second peer reads the other half of the text in a given time **(CS2.6)**. They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style **(D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9)**. Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher **(CS2.14)**. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones **(SELS2.1)**. From display to communicative open-ended, various types of questions are used to understand the meaning of the text **(SELS3.1, SELS3.2, CS2.6)**. During this process students work collaboratively to exchange information, thoughts, and feelings **(D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8)**.

ENG6.7.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(D2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6)**.

ENG6.7.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, students remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/ watching, and pre-reading sessions **(SELS1.1)**. As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme **(V3.2, LS1)**.

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items **(D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7)**. Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about the theme **(V5.2, V5.3, V18.3, CS2.8)**. They underline the words whose meaning they do not know while reading silently **(CS2.17)**. Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words **(D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7)**.

To introduce and practise the meanings of the target vocabulary related to the theme, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know **(V5.2, V5.3, V18.3, CS2.16.1, CS2.6)**. By guessing what they are, the students hear the English equivalents of the words for the theme and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words **(D1.2, D1.6, D3.7, CS2.10)**. This is conducted in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)** (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. **(V3.3, V3.4, V5.2, V5.3, V18.3, LS1, LS2, LS4)**. After having watched the introductory digital story, the teacher shows some pictures for the sub-themes, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him **(D2.3, V5.2, V5.3, V18.3, CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum **(V5.2, V5.3, V18.3)**.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures, and symbolic images for some categories about the components of the theme "life in nature and global problems". She/He also prepares mixed images/pictures for target vocabulary

items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V5.2, V5.3, V18.3, CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme **(D3.2, D3.8, SELS2.2, V5.2, V5.3, V18.3)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen **(SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other's spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection, and use of the new target vocabulary items, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King's game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher's objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in context **(D2.5, D3.3, SELS3.1, SELS3.2, V4.2, V4.4, V7.2, V5.2, V5.3, V18.3, LS9, CS2.20)**. Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.7.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme "life in nature and global problems", the introductory digital story or an extract from it played so that the students can notice the target language chunks **(D3.2, CS2.2)**. While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same **(V3.2, LS2, CS2.14)**. She/He could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures **(SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2)**. To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board **(D3.2, SELS3.2, V3.3)**. She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher **(CS2.7)**. These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them **(CS2.9)**. Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then

with the class (**SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2**). Both the teacher and the class members give feedback to the students as they say their sentences (**CS2.19**). The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum (**V4.3, V6.2, V10.3, LS6**).

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme "life in nature and global problems", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them (**SELS3.2, V3.3, V5.2, V5.3, V18.3, CS2.4, CS2.6, CS2.8**). She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them (**CS2.13**) where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum (**D2.5, V4.4**).

ENG6.7.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme, as in other themes (**V3.2, V5.2, V5.3, V18.3**).

ENG6.7.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme "life in nature and global problems". They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it (**SELS3.1**). While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling and so on (**D3.1, V3.4, LS1, CS2.4, CS2.16.3**).

ENG6.7.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20**).

ENG6.7.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings (**D2.5, D3.3, SELS3.2, CS2.13**). All the content is expected to be contextual, practical,

authentic, real, and appropriate to the students' interests and language level (**V3.4, V7.2, V9.3, V12.1, LS1, LS4, LS9**).

ENG6.7.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme in their writing (**SELS2.2, SELS2.3, V3.4, V4.2, V5.2, V5.3, V18.3, LS9, CS2.20**). AI- based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.7.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG6.7.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme (**V3.2, V3.4, V5.2, V5.3, V18.3**).

ENG6.7.S2

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG6.7.S3

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG6.7.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words,

language grammar in use, and the social language for the theme **(SELS2.2, SELS3.2, V4.2,V5.2, V5.3, V18.3, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D1.2, D1.6, D3.3, V7.2,LS2, LS9, CS2.20)**.

ENG6.7.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme “life in nature and global problems” in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20)**. Picture strip stories can be used at the end of each theme to provide a consolidation and revision **(V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14)**. These new contents created are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme and its components such as “activities in nature; environmental problems in the world and solutions” **(V3.4, V4.2, V5.2, V5.3, V18.3 LS4, CS3.1, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20)**. These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG6.7.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(SELS1.3, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V4.3, V6.2, V10.3, V20.4, LS1, LS6)**.

DIFFERENTIATION

Expansion

Objective: To practise strong obligations in real-life urgent situations in English by encouraging teamwork, problem-solving and critical thinking.

Activity 1: Mission: Rescue Operations

The teacher divides students into small teams or pairs, depending on the number of students in class and tells them that they are members of an emergency response team, and their job is to manage various urgent situations that require quick thinking and strict rules. Their task is to come up with the actions they must take to handle the situations. She/He assigns each group different mission scenarios that are urgent and require critical thinking. She/He provides them with scenario cards or describes a situation for them to react to. Scenario Examples: Scenario 1: A fire has broken out in a building. What must the people inside do? What must the fire fighters do?; Scenario 2: A group of students is lost in the mountains. What must they do to survive? What must the rescue team do to find them?; Scenario 3: A school bus has broken down on a busy road. What must the driver do? What do the students need to do for safety?; Scenario 4: There is a leak in a chemical plant. What must the workers do? What must be done immediately to avoid a disaster? In

their groups, students discuss the steps they must take in their situation. After the discussion, each group presents their scenario and explains what must be done to resolve the situation. After each presentation, she/he encourages the rest of the class to ask questions and to give feedback. For example, "What must the rescue team do first?", "Why must you wear protective gear?" or "What else do you have to prepare?". She/He encourages students to reflect on the use of target grammar. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To practise strong obligations in real-life urgent situations in English by encouraging teamwork, problem-solving and critical thinking.

Activity 1: Mission: Rescue Operations

The teacher divides students into small teams or pairs, depending on the number of students in class and tells them that they are members of an emergency response team, and their job is to manage various urgent situations that require quick thinking and strict rules. Their task is to come up with the actions they must take to handle the situations. She/He assigns each group different mission scenarios that are urgent and require critical thinking. She/He provides them with scenario cards or describes a situation for them to react to. Scenario Examples: Scenario 1: A fire has broken out in a building. What must the people inside do? What must the firefighters do?; Scenario 2: A group of students is lost in the mountains. What must they do to survive? What must the rescue team do to find them?; Scenario 3: A school bus has broken down on a busy road. What must the driver do? What do the students need to do for safety?; Scenario 4: There is a leak in a chemical plant. What must the workers do? What must be done immediately to avoid a disaster? In their groups, students discuss the steps they must take in their situation. The teacher provides a list of key verbs and phrases (e.g., "call, stay calm, evacuate, contact, protect, warn, help"). She also offers sentence starters to help them form responses like, "We must _____", "They need to _____", "You have to _____". In their groups, students discuss the steps they must take in their situation. After the discussion, each group presents their scenario and explains what must be done to resolve the situation. After each presentation, she/he asks students to create a "responsibility ladder" where they list the actions or tasks in their scenario from most urgent (what must be done immediately) to least urgent (what must be done next). Each group discusses their list and she/he encourages students to reflect on the use of target grammar. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 8: LIFE IN THE UNIVERSE & FUTURE

Sub-themes: Planets and the Earth as a planet; life on Earth in the future

This theme is centred on the concept of “life in the universe and future” and covers the sub-themes of “planets and the Earth as a planet; life on Earth in the future”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 10

FIELD SKILLS AND SUPPORTIVE SKILLS

- FLFS1. Listening-Watching-Comprehension
- FLFS2. Reading-Comprehension
- FLFS3. Speaking-Expression
- FLFS4. Writing-Expression
- FLSS1. Grammar: Selection and Use
- FLSS2. Vocabulary: Selection and Use
- FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS –

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.5. Self-Confidence, D1.6. Selectivity, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning

INTERCURRICULAR COMPONENTS

Social-Emotional

Learning Skills SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Physical Education and Sports, Visual Arts, Music, Information Technologies and Software

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.3. Critical Thinking Skill

Year 6 is structured based on semi-holistic/semi-inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.6.8.L1. Students can get ready for the listening/watching-comprehension process for the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” carefully.

- a) *Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it.*
- b) *Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation.*
- c) *Students make predictions about the current content on “life in the universe and future” by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context.*
- d) *Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme.*

ENG.6.8.L2. Students can bring information about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” together through significant details and main components while listening/watching it.

- a) *Students comprehend the topic of the current content by listening(to)/watching it as a whole.*
- b) *Students recognise the significant details and components within the whole current content by listening(to) and watching it again in a careful manner.*

ENG.6.8.L3. Students can make meaning of/derive meaning from the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” through significant details by listening/watching it carefully.

- a) *Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content.*
- b) *Students make important and necessary classifications in the current content that help them to understand it better with details.*
- c) *Students make important and necessary comparisons in the current content that help them to understand it better with details.*
- d) *Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.*
- e) *Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.*
- f) *Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.*
- g) *Students internalise the current content in an individualised and appropriate way according to age and language level.*

ENG.6.8.L4. Students can convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”.

- a) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content.*
- b) *Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others.*

ENG.6.8.P1. Students can select and use the target phonological elements of the current content about “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

- a) *Students listen to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.*
- b) *Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually.*
- c) *Students recognise the target phonological elements of the current content when they are heard in different contexts.*
- d) *Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes.*
- e) *Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.*

ENG.6.8.R1. Students can get ready for the reading-comprehension process about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”.

- a) *Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently.*
- b) *Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content.*
- c) *Students make significant preliminary predictions about the current content based on recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.*

ENG.6.8.R2. Students can bring information about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly.

- a) *Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming.*
- b) *Students read the current content to scan the major components silently and quickly with the help of the clues provided.*
- c) *Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.*

ENG.6.8.R3. Students can make meaning of / derive meaning from the current content about “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” by reading it carefully.

- a) *Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.*

- b) *Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- c) *Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.*
- d) *Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.*
- e) *Students make meaningful inferences from the information in the current content by examining it carefully.*
- f) *Students internalise the information in the current content in an individualised and appropriate way according to age and language level.*

ENG.6.8.R4. Students can convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process.*
- b) *Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others.*
- c) *Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.8.V1. Students can select and use the target vocabulary of the current content about “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening(to)/watching/reading it several times for recognition.*
- b) *Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning.*
- c) *Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.*
- d) *Students repeat aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening(to)/watching/reading the source material.*
- e) *Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.*
- f) *Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*
- g) *Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.*

ENG.6.8.G1. Students can select and use the target grammatical elements of the current content about “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.

- a) *Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.*
- b) *Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.*
- c) *Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.*
- d) *Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.*
- e) *Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.*
- f) *Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.*
- g) *Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.*
- h) *Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.*
- i) *Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.*
- j) *Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

ENG.6.8.W1. Students can get ready for the writing-expression process about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”.

- a) *Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content.*
- b) *Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.*

ENG.6.8.W2. Students can understand the model/example for the writing task about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”.

- a) *Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

ENG.6.8.W3. Students can organise a content for the assigned writing task on the current content “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” based on the model/example provided.

- a) *Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level.*
- b) *Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level.*
- c) *Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

ENG.6.8.W4. Students can individually construct/form content for the assigned writing task on the current content “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”.

- a) *Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level.*
- b) *Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*
- c) *Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*
- d) *Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

ENG.6.8.W5. Students can reorganise (reconstruct) and use information in the new written tasks about the “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” to communicate with other people.

- a) *Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts.*
- b) *Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others.*

ENG.6.8.W6. Students can reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process.*
- b) *Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others.*
- c) *Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.*

ENG.6.8.S1. Students can get ready for speaking-expression process about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”.

- a) *Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously.*

ENG.6.8.S2. Students can use the model/example for producing verbal content about the current content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future”.

- a) *Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

ENG.6.8.S3. Students can organise a new verbal content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” by speaking accurately, efficiently, and authentically.

- a) *Students recognise what form and type of content is expected and assigned for prepared/unprepared speaking situations based on audio/visual/written content as provided in the model/example.*

- b) Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*
- c) Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content.*
- d) Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*
- e) Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required.*

ENG.6.8.S4. Students can construct a new verbal content on “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” by speaking accurately, efficiently, and authentically.

- a) Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*
- b) Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*
- c) Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*
- d) Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations.*

ENG.6.8.S5. Students can reorganise (reconstruct) and use information about the “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” to communicate with other people.

- a) Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts.*
- b) Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.6.8.S6. Students can convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “life in the universe and future with planets and the Earth as a planet; life on Earth in the future” to communicate with other people in relation to themselves or others, both individually and/or with others.

- a) Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process.*
- b) Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.*

CONTENT FRAME

LIFE IN THE UNIVERSE & FUTURE

Sub-themes: planets and the Earth as a planet; life on Earth in the future

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for planets and the Earth as a planet:

Nouns: Moon, Sun, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, atmosphere, nature, light, land, orbit.

Vocabulary for extreme weather conditions:

Nouns: A storm, a thunder, a lightning, a flood, a draught, a storm, a tornado, a thunderstorm, a blizzard, a hurricane.

Adjectives: Close, bright, far, large, freezing, stormy.

Phrases: Extreme weather conditions.

Adverbs: Extremely.

Vocabulary for life on Earth in the future:

Nouns: An experience, an expert, a factory, a goal, knowledge, peace, population, a possibility, a purpose, a source, technology, development, distance.

Verb: To exist, to expect, to hope, to invent, to predict, to suppose, to run out, to compose of.

Adjective: Alive, flying, following, visible.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social, and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-Be going to Future Tense: (Scientists are going to build new space stations to study planets outside our solar system).

-The Simple Future Tense (prediction): (I think new planets will have conditions suitable for life).

-Question tags for future tenses: (The Earth will become warmer if we don't act quickly, won't it?)

Functions of the Grammatical Structures in Use:

-Use of "Be Going to Future" Tense: Expressing future plans, intentions, or something that is likely to happen based on present evidence.

-Use of the Simple Future Tense (prediction): Expressing predictions about what might happen in the future.

-Question tags for future tenses: Confirming information or asking for agreement in a sentence about the future.

Target Social Language in Use:

Is there a bright future ahead with new technologies?

We need to take care of our green planet! The new eco-cities give us a glimpse of future living!

Tomorrow's world will be different with new technologies!

Target Phonological Sounds in Use:

v, w, x, y, z

Consonants: v: (/vi:/, /v/); w: (/w/); x: (/eks/, /ks/, /gz/); y: (/waɪ/, /waɪ/, /waɪ/, /j/, /ɪ/, /i:/); z: /zed/ (BrE.), /zi:/ (AmE.), /z/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme “life in the universe and future” and its components such as “planets and the Earth as a planet; life on Earth in the future” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “life in the universe and future” and its components such as “planets and the Earth as a planet; life on Earth in the future” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts

Planets, the Earth, the Earth as a planet; life on Earth, life on Earth in the future

INDICATORS FOR LEARNING (Assessment and Evaluation)**EVALUATION FOR THE SKILLS AND THE CONTENT:**

PERFORMANCE ASSIGNMENT: Students will prepare a comic strip about the universe and imagine how life on Earth might change. First, they will learn about the planets in our solar system and what makes Earth unique. Then they will create a fun and creative comic strip with 6–8 panels showing their ideas about future life on Earth or other planets. In their comic strip, they can include new technologies, futuristic transportation, cool inventions, and how people interact with nature. They should use drawings, captions, and dialogue to tell the story. They can use Web 2.0 tools. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES**Basic Acceptations: Preparedness/ Readiness**

This theme is based on the students’ knowledge of “life in the universe and future” and its components such as “planets and the Earth as a planet; life on Earth in the future”. As they are lower secondary school students in year 6 (six), they can know what “life in the universe and future” and its components such as “planets and the Earth as a planet; life on Earth in the future” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 6 of lower secondary school, they can know some basic vocabulary about “life in the universe and future” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in the universe and future” and its components such as “planets and the Earth as a planet; life on Earth in the future”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and

learning the current content on the concept of “life in the universe and future”. Therefore, a dialogue game can be played to revise all vocabulary and language chunks from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices).

Establishing Links

Students can recall the current (theme) concept of “life in the universe and future” and its components such as “planets and the Earth as a planet; life on Earth in the future” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the current theme in English without translating anything until they start learning the target words in the current (new) concept in English.

To remind them of the pre-existing background knowledge they already have about the current concept, various materials such as short scene from a film, series, a part from a story, a poster etc. which is appropriate to the age, level, and pedagogy could be used before the main teaching/learning flow of the class begins. They would give a general idea of the theme. Students are facilitated with the relevant materials through various activities. When they have finished working on it, the teacher asks them in English if they understood what it was about. For checking their understanding, she/he can design several activities. For instance, they can write a related word that they know in English on a piece of paper and put it in the jar/box that she/he has prepared. Alternative ways can be tried.

The teacher asks them to wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “life in the universe and future” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote/a very short story, watching a pantomime/cartoon story, etc. that has no relation or connection to the current theme and does not require any knowledge of English **(D2.5, SELS2.1, V12.1, LS2, LS4)**.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills (listening/watching-comprehension, reading-comprehension, speaking-expression, writing-expression, vocabulary selection and use, grammar selection and use, pronunciation selection and use) are used in an integrated way around “life in the universe and future” and sub-themes “planets and the Earth as a planet; life on Earth in the future”, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their vocabulary, grammar and phonological selection and use skills.

ENG6.8.L1.

PREPARING FOR LISTENING/WATCHING-COMPREHENSION: Having seen a visual about and having guessed the topic of “life in the universe and future” during the background recall session, students can have a vision of the current theme as a general concept in the current (new) theme **(D3.2, SELS1.1, V3.2, V3.3, V11.1, LS1, LS4, CS2.11, CS2.16.2)**. So, a further concept check with listening/watching for gist activities including more guessing games using clues from some pictures, realia, short video clips etc. help them prepare for the current theme **(CS2.6, CS2.8)**. For each theme, a digitally constructed story is used as the main context of the theme, and it is visited several times while going through the theme to cover target pronunciation, vocabulary, grammar, social language expressions, and semantic meaning of the whole theme **(CS2.14)**. It is both an entry material and the main context to the whole theme at the same time. The teacher asks them whether their guesses during the background recall session were correct and also what they think the introductory digital story that they are going to watch could be about **(CS2.8)**. As they have already seen a scene from a film about the theme and the pictures, realia, etc. they can easily answer what the current theme will be about and that their guesses were true **(D1.2, D1.6, D2.3, D3.2, SELS1.2, V3.3, V3.4, V3.3, V11.1, LS2, LS4, CS2.10, CS2.17)**.

ENG6.8.L2.

BRINGING INFORMATION TOGETHER THROUGH LISTENING/WATCHING: The teacher asks the students to watch the introductory digital story carefully, recalling the work done with visuals (the scene from a film, pictures, realia, or video clips about the theme shown earlier) **(CS2.11)**. Students watch the introductory digital story to consolidate the identification of the theme “life in the universe and future” in it as a whole **(CS2.13)** without stopping the video at any point, so that the students can understand the theme holistically **(D3.2, SELS1.1, V3.3, V3.4, V3.3, V11.1, LS2, LS4, CS2.14, CS2.16.2)**.

ENG6.8.L3.

MAKING MEANING THROUGH LISTENING/WATCHING-COMPREHENSION: To draw students’ attention to the content, some realia brought into the classroom by the teacher could be used **(V3.3, V11.1)**. The teacher could show the corresponding objects to the students when the corresponding vocabulary for the main components of the theme “life in the universe and future” is mentioned in the introductory digital story, without stopping the video while the students watch the story **(CS2.6)**. When they have watched the whole story, the teacher could show the realia items on the table and ask questions with two options **(CS2.5)**. As one of the words is from the previous themes, students could hear, understand, recognise, and learn the (new) target vocabulary for each main component of the theme easily **(CS2.1)**. In this way, the teacher could engage in a dialogue with the whole class to check that they have recognised the components of the theme, and that they have understood each realia item is about one component **(CS2.8)**. Further activities and games can be played at this stage to reinforce the general meaning of the theme through its main components **(D1.1, D2.5, SELS2.1, V3.4, LS1, LS2, LS4)**.

To check whether the students understand the general topic of the theme “life in the universe and future” and remember the sequence of the scenes of the introductory digital story, the teacher shows an organiser with the mixed images/pictures of the scenes on the Smart Board and asks the students to look at the images/pictures of the scenes for a while **(CS2.3)**. She/He then asks them to order the scenes in pairs in their seats with the mixed paper pictures she/he has already given to the students **(SELS2.2, V3.4, V4.2, LS1, LS4, LS6)**. When the pairs have finished sorting the pictures for the scenes of the story, the teacher asks the students to take turns or volunteer to sort the scenes on the screen of the Smart Board (or the pictures on the blackboard) **(SELS1.2, CS2.6, CS2.10)**. This will help the students to organise the story as a whole so that they can identify the main theme and the components of the theme from their memories **(D1.2, D1.6, D2.3, V16.3, V20.4, CS2.12)**.

ENG6.8.L4.

REFLECTING ON THE LISTENING/ WATCHING PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole listening-watching process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3, V3.4)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS1.2, SELS2.2, V4.2, V4.3, V12.1, LS5, LS6)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V10.3)**.

ENG6.8.P1.

RECOGNITION OF TARGET PRONUNCIATION: To practise pronunciation of the new target words, word groups, language chunks, and social language expressions about the theme “life in the universe and future” and the words and/or word groups for the sub-themes “planets and the Earth as a planet; life on Earth in the future”, the teacher asks the students to listen (to)/watch the whole or some extracts from the introductory digital story by noticing how words are pronounced **(V3.3, V11.1, LS4, LS5, LS6, CS2.6)**. She/He asks them to repeat the word aloud when she/he stops the video for a word and says it. The teacher then asks the students to listen and repeat the same words aloud a few times as a whole class after listening to the recordings that she/he has prepared beforehand using some Web 2.0 programmes **(LS2, CS2.16.3)**. The teacher could offer variations with some techniques such as showing the picture of the target word to the students to say the word or pointing to the corresponding picture when they hear the word from the recording, and then both **(CS2.8)**. To help the students pronounce the words accurately, the teacher asks them to repeat each target word aloud a few times as a whole class after her/him or the recording, then in large groups, then in small groups and then again as volunteers **(D3.2, D3.6, SELS1.2, SELS2.1, V4.2, V20.4, LS1, CS2.14)**.

SELECTION AND USE OF TARGET PRONUNCIATION: Practice of pronunciation could be done with different forms of TPR, gamification and drama activities, e.g. first the teacher says the target words/word groups for the sub-themes “planets and the Earth as a planet; life on Earth in the future”, the students listen **(CS2.9)**; then the teacher says the target words/word groups and acts them out, the students repeat after her/him **(SELS2.1, CS2.14)**. Then the teacher and the students say the target words/word groups and act them out together at the same time. Then the teacher says the words/word groups and acts them out. These activities can be done through the actions for the sub-themes “planets and the Earth as a planet; life on Earth in the future” **(D2.3, D2.5, V3.3, V3.3, V11.1)**. As a variation, they can also repeat the words after the teacher happily, sadly, angrily, etc. using different tones of voice **(SELS2.3, CS2.8, CS2.11)**. They also practise for the target social language chunks using the same or similar techniques. During the repetitions, they point to relevant pictures that the teacher has placed in different places in the classroom **(CS2.12)**. Some action sequences are also created in which the students can practise the social language in a fun way by repeating, pointing, miming, and acting out in several games **(SELS2.1, V7.2, LS5, LS6, LS9)**. The teacher facilitates some activities with dialogues and games in which students can practice the target pronunciation by selecting and using them accurately, naturally, and authentically **(CS3.1)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound drills **(SELS2.2)**. The target sounds such as vowels, consonants, and diphthongs of the theme are practised through them **(CS2.13)**. Their learning is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum **(D1.2, D1.6, D2.5, V3.4, LS1, LS2, LS4)**.

ENG6.8.R1

PREPARATION FOR THE READING-COMPREHENSION PROCESS: The teacher facilitates reading and writing activities throughout the theme from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts. Reading is done in two ways in the theme by using the written version of the introductory digital story and additional reading texts in reading sections of the instructional material to be used **(V3.2, LS2, LS4)**. Various reading styles including silent reading, speed reading, jigsaw reading and basic reading techniques including skimming, scanning, and reading for details during pre-reading, while-reading and post-reading phases are used in the theme **(V3.4, LS1, CS2.3, CS2.6)**. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop pre-critical thinking skills and critical thinking skills and the ability to comprehend and talk/write about the content in a meaningful and communicative way **(V3.3, V7.2, LS5, CS3.3)**. For the initial stage of reading, the teacher asks the students to look at the audio/visual/written elements (e.g. sound, voices, scenes, title of the text, written words) surrounding the written version of the contextual introductory story or a new text in the reading section of the instructional material to be used for skimming to recall the conceptual meanings they already have about the theme **(CS2.8)**. At this stage, the teacher could ask the students to read the title of the theme and ask the students which words they already know, and which come to mind in connection with the title **(SELS1.1, CS2.16.2)**. She/He reminds them not to ask the meanings of any new words or the words they do not know. She/He reminds them that this is just a guessing activity by using the words they know and that there is time to work on the new words of the new theme later **(D3.2, D3.6, V3.4, CS2.10, CS2.12)**.

ENG6.8.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students go on with a scanning activity to find out the most important details of the introductory digital story and/or a new text in the reading section which is organised to help students to know more about the reading content **(CS2.6, CS2.7)**. In this way they could be able to recognise the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story **(CS2.4)**. By doing so, they will be able to understand the story/text in general using the main elements **(D3.2, D3.6, V3.3, V3.4, LS1)**.

ENG6.8.R3.

MAKING MEANING THROUGH READING: Then the teacher asks the students to do a jigsaw reading activity, so she/he shows the written version of the introductory digital story or the text in the reading section on the blackboard/Smart Board (or in any other teaching material). She/He asks the students to work in pairs to share the text **(SELS2.2)**. One peer reads the first half of the text and the second peer reads the other half of the text in a given time **(CS2.6)**. They are then asked to share what they have understood from their part with their peer, also in a given time. In this way, they talk about the whole story after reading it silently, in the jigsaw reading style **(D2.4, D3.6, V3.4, V4.2, V16.2, LS1, LS6, CS2.8, CS2.9)**. Some speed-reading activities can be used to develop students' reading and comprehension skills. These activities can be evaluated as explained in the item (6) in the section 1.2. Principles for the Implementation of the English Curriculum. After sharing their parts, students proceed with the activities for dealing with the target vocabulary, grammatical chunks, and semantic meaning relatively with the help of the teacher **(CS2.14)**. For dealing with the semantic meaning, the teacher facilitates the lesson with meaningful activities including closed, semi-closed, free, open-ended, and communicative ones **(SELS2.1)**. From display to communicative open-ended, various types of questions are used to understand the meaning of the text **(SELS3.1, SELS3.2, CS2.6)**. During this process students work collaboratively to exchange information, thoughts, and feelings **(D3.2, D3.7, V3.3, V7.2, V20.2, LS2, LS4, CS2.8)**.

ENG6.8.R4.

REFLECTING ON THE READING-COMPREHENSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole reading-comprehension process and asks them to express their thoughts, ideas, and feelings about the process **(SELS1.3)**. Some volunteer students express what they think and feel about them **(CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(D2.3, D3.5, V4.2, V6.2, V10.3, V12.1, LS1, LS6)**.

ENG6.8.V1.

PREPARATION TO WORK ON THE TARGET VOCABULARY: At this stage, students remember what the theme is about through the activities that they have done during the background knowledge, pre-listening/ watching, and pre-reading sessions **(SELS1.1)**. As they know the main topic, they get ready to deal with the main components and target vocabulary of the theme **(V3.2, LS1)**.

RECOGNITION OF THE TARGET VOCABULARY: A scanning activity to find out the main details of the introductory digital story (and/or a new text in the reading section) is organised to help students to know more about the content. This could help them identify what the target words in the text could be about. The activity could be designed by listing some important pictures, words or events about the main components of the theme that take place in the story/text. Students circle or tick the ones that they have heard, seen and scanned (quickly read) in the story. In this way, they will be able to understand the story/text in general by using the main elements and also be ready to work on the target vocabulary items **(D3.2, D3.6, LS1, LS2, LS4, LS5, CS2.4, CS2.6, CS2.7)**. Then the students read the written version of the digital story again silently, (or the reading text in the reading section), to check whether they know any of the target vocabulary items about the theme **(V16.3, CS2.8)**. They underline the words whose meaning they do not know while reading silently **(CS2.17)**. Students say these words when they finish reading and the teacher writes these words on the Smart Board/blackboard/ white board as they say them. The teacher writes only the target words on the Smart Board/blackboard as active words that the students have said. She/He quickly deals with the non-target passive vocabulary items by using pictures, mimics, gestures, imitations, examples, etc. But she/he takes time to facilitate the teaching of the target words **(D1.2, D1.6, D3.2, V3.3, V3.4, LS2, LS4, CS2.4, CS2.5, CS2.7)**.

To introduce and practise the meanings of the target vocabulary related to the theme, that the students do not know, the teacher asks the students to watch the introductory digital story (or the video of the reading text if there is one) again. From the beginning, whenever a target item is mentioned, the teacher stops the video and asks several questions in the form of two options, one of which is a word from the previous themes that they already know **(V3.3, V11.1, CS2.16.1, CS2.6)**. By guessing what they are, the students hear the English equivalents of the words for the theme and they answer as a whole class in chorus. In this way, they are introduced to the meanings of the target words **(D1.2, D1.6, D3.7, CS2.10)**. This is conducted in the form of a dialogue where their learning can be checked as described in items **(SELS2.1)** (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum **(V3.3, V3.4, V11.1, LS1, LS2, LS4)**. After having watched the introductory digital story, the teacher shows some pictures for the sub-themes, on the walls as clues and says the words aloud several times in sentences by pointing to the pictures and the students repeat after her/him **(D2.3, V3.3, V11.1, CS2.6, CS2.11)**. In this way, the main vocabulary items of the theme are introduced to the students in English as described in item (3) in the section 1.2. Principles for the Implementation of the English Curriculum **(V3.3, V11.1)**.

SELECTION AND USE OF TARGET VOCABULARY: The teacher can prepare an activity using the Web 2.0 programme with images/pictures, and symbolic images for some categories about the components of the theme "life in the universe and future". She/He also prepares mixed images/pictures for target vocabulary

items for the activities which can be done in relation to the components. She/He asks the students to look at the mixed pile of images/pictures of the main components of the theme on the Smart Board screen and scan them for a while to remember them **(V3.3, V11.1, CS2.4)**. She/He explains to the students that the items will be placed under the correct category, but first she/he gives the students the cut-out pictures of the activities and a large sheet of paper with the categories written on it and the cut-out pictures will be placed under each category correctly **(V3.3, L2, LS4, CS2.5)**. The teacher asks them to work in pairs and place the cut-out pictures in the right category and ask each other some questions about the theme **(D3.2, D3.8, SELS2.2, V3.3, V11.1)**. When the students have finished working with the cut-out pictures and asking and answering questions about them, the teacher asks them to take turns or volunteer to go to the Smart Board and drag the corresponding images/pictures under the right category on the screen **(SELS1.2, V3.4, V20.4, LS1, LS4, CS2.5)**. In this way, images/pictures that are relevant to the main concept and its components are consolidated through categorisation. This activity can be done with real pictures on the white/blackboard if there is a problem with technology. The teacher asks the students to copy the words next to the pictures they have pasted or drawn in their picture dictionaries and then asks them to exchange their picture dictionaries with their peers and check each other's spelling **(D3.2, SELS1.2, SELS2.2, V4.2, V4.3, V6.2, LS9)**. To consolidate the meaning, selection, and use of the new target vocabulary items, the teacher could organise activities and tasks using pictures, flashcards, sounds, realia, and any other materials to play games such as Bingo, Pelmanism, King's game, Odd One out, Wordscapes, Scrabble, Pictionary, Letter Scramble, Acronyms, Charades etc. Games could be adapted according to the teacher's objectives (pronunciation, spelling, meaning, selection, use etc.), age, interests and language level of the students **(CS2.13)**. Students can be asked to create their own games to use the target vocabulary items in **(D2.5, D.3.3, SELS3.1, SELS3.2, V4.2, V4.4, V3.3, V11.1, V7.2, LS9, CS2.20)**. Students' learning can be checked as described in items (3), and (4) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.8.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS: To draw the students' attention to the target language chunks of the theme "life in the universe and future", the introductory digital story or an extract from it played so that the students can notice the target language chunks **(D3.2, CS2.2)**. While watching the introductory digital story, the teacher stops at the scenes where the target language chunks are used. She/He imitates the action by showing the scene, saying the chunk, and asking the students to do the same **(V3.2, LS2, CS2.14)**. She/He could hold up large pictures corresponding to the chunks when they are mentioned in the digital story to draw the students' attention. The sentences with the target chunks are also written and placed on the Smart Board/blackboard/ whiteboard. The teacher also points to these sentences while pointing to the scenes in the story where they appear. There is no analysis or teaching of grammatical structures at this stage. Students can automatically and naturally identify the use of the target language chunks in the current context created in the introductory digital story without working on any rules or structures **(SELS3.1, V3.4, LS1, LS4, CS2.3, CS2.4, CS2.16.2)**. To check the students' identification of the target language chunks, after the students have finished watching the introductory digital story, the teacher asks them to read the sentences with the target language chunks written by the teacher on the Smart Board /blackboard/ whiteboard and asks them to find the same or similar sentences in the written version of the introductory digital story or another text that is shown on the Smart Board **(D3.2, SELS3.2, V3.3)**. She/He also asks them to find the same or similar sentences with these chunks which are given in different types of tables prepared by the teacher **(CS2.7)**. These tables do not include any explanations of grammatical rules, explanations, or formulas, and they only contain example sentences with target chunks in which important words with the target grammar are written in bold or different colours to attract students' attention. The teacher asks them to look at the words in bold or in different colours and asks students to examine them **(CS2.9)**. Then the teacher asks the students to copy these sentences with target chunks written in bold or different colours into their notebooks. The teacher asks the students to make very similar sentences using the target words and asks them to share their sentences with each other in pairs, and then with the class **(SELS2.2, SELS3.2, D3.2, V4.2, CS2.13, CS2.14, CS2.16.1, CS2.16.2)**. Both the teacher and the class members give feedback to

the students as they say their sentences **(CS2.19)**. The teacher gives all students a checklist with simple symbols to evaluate each other's work as explained in the items (5) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum **(V4.3, V6.2, V10.3, LS6)**.

SELECTION AND USE OF THE TARGET GRAMMAR: To facilitate students' further practice with the target language chunks in the theme "life in the universe and future", the teacher shows some other sentences with these chunks in another context such as a short story, a short paragraph, and a short dialogue etc. and asks students to find the sentences with the target chunks in them and asks if they understand them **(SELS3.2, V3.3, V3.3, V11.1, CS2.4, CS2.6, CS2.8)**. She/He gives some written activities and exercises to practise the target chunks in context. She/He also facilitates more fun activities and as described in items (5), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. To consolidate the target language chunks, the teacher organises different fun activity and game bundles that the students can practise and consolidate them **(CS2.13)** where their learning can be checked as described in item (10) in the section 1.2. Principles for the Implementation of the English Curriculum **(D2.5, V4.4)**.

ENG6.8.W1.

PREPARATION FOR THE WRITING-EXPRESSION SESSION: Practising through writing: Writing activities help students to produce and display meaningful written language for their personal expression and communication with others, by using language including target words, grammatical structures in use and the social language in this theme, as in other themes **(V3.2, V3.3, V11.1)**.

ENG6.8.W2.

RECOGNISING THE MODEL: Initially, students produce very limited and short pieces of writing such as sentences to practise the language including the target vocabulary and grammatical structures, after hearing and seeing them through listening and reading activities in the theme "life in the universe and future". They practise the language in a more controlled way in the beginning, by writing to repeat or simply explain what they hear and see in context and what they are asked to do. They are provided a written model/example to copy to be able to notice significant points and elements in it **(SELS3.1)**. While copying a short model writing, they become aware of the aspects such as the use of words, language chunks, punctuation, spelling and so on **(D3.1, V3.4, LS1, CS2.4, CS2.16.3)**.

ENG6.8.W3.

CREATING THE WRITING CONTENT: Controlled writing of words and sentences turns to short paragraphs in a process writing manner with the support of the teacher's feedback in the theme. This process is expanded and supported by several practical activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(D1.3, D3.1, SELS3.2, V3.4, V4.4, V7.2, LS2, LS4, LS9, CS2.20)**.

ENG6.8.W4.

CONSTRUCTING AND PRACTISING WRITING: Storification and gamification techniques are actively and extensively used for further writing practice tasks. Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, projects, scripts for plays, diaries/journals, blogs, very short film scenarios, etc. to express their ideas, thoughts, and feelings **(D2.5, D3.3, SELS3.2, CS2.13)**. All the content is expected to be contextual, practical, authentic, real, and appropriate to the students' interests and language level **(V3.4, V7.2, V12.1, LS1, LS4, LS9)**.

ENG6.8.W5.

RECONSTRUCTING AND COMMUNICATING THROUGH WRITING: Students interact and communicate with peers and/or other people inside or outside school by using the language including the target words, language chunks, and the social language for the theme in their writing (**SELS2.2, SELS2.3, V3.4, V4.2, V3.3, V11.1, LS9, CS2.20**). AI- based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home in a variety of ways (**D3.3, SELS3.2, SELS3.3, V7.2, LS2, CS2.20**). These activities are evaluated as described in items (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG6.8.W6.

REFLECTING ON THE WRITING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole writing-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them (**D1.5, SELS1.3, CS2.15**). Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive (**D2.4, D3.5, SELS2.2**). The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design (**V4.3, V6.2, V10.3, V20.4, LS1, LS6**).

ENG6.8.S1.

PREPARATION FOR SPEAKING: The teacher facilitates speaking activities throughout the theme from the first lesson to the end. Speaking activities enhance students' learning and help them produce and display meaningful language for personal expression and communication with others by using the language including the target words, grammatical structures in use and the social language expressions of the theme (**V3.2, V3.4, V3.3, V11.1**).

ENG6.8.S2

RECOGNISING AND USING THE MODEL: In the beginning, through listening/watching and reading, students recognise how the language with the target language items is used (**CS2.6**). They practise the language in a controlled way, by telling, repeating, explaining what they hear and see in the context (**D1.3, D3.2, SELS3.1, V3.3, LS1, LS2, LS4, CS2.4**).

ENG6.8.S3

CONSTRUCTING SPOKEN CONTENT: In the later stages of the lessons after controlled practice sessions, the teacher creates new contexts in the form of new written/photo-picture strip/pantomime/video stories, dialogues etc. as new opportunities for the students to talk about them for practising further through questions, explanations, inferences etc (**D1.3, SELS3.2, V3.4, V4.2, V7.2, V12.1, LS1, LS4, LS9, CS2.13**).

ENG6.8.S4.

CONSTRUCTING SPOKEN MATERIALS: Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme (**SELS2.2, SELS3.2, V4.2, V3.3, V11.1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings (**D1.2, D1.6, D3.3, V7.2, LS2, LS9, CS2.20**).

ENG6.8.S5.

RECONSTRUCTING AND COMMUNICATING THROUGH SPEAKING: Students communicate with each other by seeing/hearing/reading/using the language including the target words and grammatical structures related to the theme “life in the universe and future” in fun, enjoyable, varied, and versatile activities **(SELS2.3, CS2.20)**. Picture strip stories can be used at the end of each theme to provide a consolidation and revision **(V3.4, V4.2, V12.1, LS1, LS4, LS9, CS2.13, CS2.14)**. These new contents created are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. Storification and gamification techniques are actively and extensively used together with other further speaking practice throughout the theme. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, presentations, short texts etc. to interact and to communicate with peers and/or other people in or outside the school by using the language including the target words, language grammar in use, and the social language for the theme and its components such as “planets and the Earth as a planet; life on Earth in the future” **(V3.4, V4.2, V3.3, V11.1, LS4, CS3.1, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects at school and at home through recordings **(D2.5, D3.3, SELS3.3, V7.2, LS2, CS2.20)**. These are evaluated as described in items (7), (8), (9), and (10) in the section 1.2. Principles for the Implementation of the English Curriculum. Then they can expand their language use and practise by communicating with others.

ENG6.8.S6.

REFLECTING ON THE SPEAKING-EXPRESSION PROCESS INDIVIDUALLY AND COLLABORATIVELY: The teacher asks students to think about the whole speaking-expression process and asks them to express their thoughts, ideas, and feelings about the process. Some volunteer students express what they think and feel about them **(SELS1.3, CS2.15)**. Then they give feedback about their reflections to each other in pairs and take notes about the feedback they receive **(D2.4, D3.5, SELS2.2)**. The teacher facilitates different activities for creating versatile reflection sessions in a fun and collaborative design **(V4.3, V6.2, V10.3, V20.4, LS1, LS6)**.

DIFFERENTIATION**Expansion**

Objective: To practise future plans, intentions, or something that is likely to happen based on present evidence in English by making a presentation.

Activity 1: Building Tomorrow’s Earth

The teacher divides the class into groups of 4-5 students. They work in teams to make a presentation about different aspects of life in 2050. Each group focuses on a specific area of life on Earth, such as Technology (How will innovations like artificial intelligence, robots, and space exploration transform everyday life?), Environment (What environmental changes will happen by 2050?), Society and Culture (How will people live? How will family structures, education, and work environments be?), Cities (What will future cities look like? Will there be smart cities, floating cities, or green cities with zero waste?), Health & Medicine (Will people have longer and healthier lives?). Each group spends 10-15 minutes brainstorming ideas for their theme. They focus on how life will be different by 2050, using current trends and evidence to support their predictions. The groups share their presentation with the class. After each presentation, the class engages in a Question & Answer session. The teacher encourages students to ask questions like: “How do you think we will solve environmental problems by 2050?”, “Why do you think people are going to live in floating cities?”, “What makes you think robots will replace teachers in the future?”. The teacher asks students to provide positive feedback to each group, using phrases like “I like your idea because...” or “It was interesting when you said...”. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To practise future plans, intentions, or something that is likely to happen based on present evidence in English by making a presentation.

Activity 1: Building Tomorrow's Earth

The teacher divides the class into groups of 4-5 students. They work in teams to make a presentation about different aspects of life in 2050. Each group focuses on a specific area of life on Earth, such as Technology (How will innovations like artificial intelligence, robots, and space exploration transform everyday life?), Environment (What environmental changes will happen by 2050?), Society and Culture (How will people live? How will family structures, education, and work environments be?), Cities (What will future cities look like? Will there be smart cities, floating cities, or green cities with zero waste?), Health & Medicine (Will people have longer and healthier lives?). Each group spends 10-15 minutes brainstorming ideas for their theme. The teacher provides visual aids, simple sentence frames (e.g., "In 2050, people will _____", "It might happen because _____"), and vocabulary lists to help them express ideas. The groups share their presentation with the class. After each presentation, the class engages in a Q&A (Question & Answer) session. The teacher encourages students to ask questions like: "How do you think we will solve environmental problems by 2050?", "Why do you think people are going to live in floating cities?", "What makes you think robots will replace teachers in the future?". The teacher asks students to provide positive feedback to each group, using phrases like "I like your idea because..." or "It was interesting when you said...". Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



**YEAR 7
(LEVEL: A2.3)**
THEME 1: SCHOOL LIFE & EDUCATION

Sub-themes: Extra-curricular activities at school; competitions and celebrations at school; national days and celebrations

This theme is centred on the concept of “school life and education” and covers the sub-themes of “extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

FIELD SKILLS AND SUPPORTIVE SKILLS

- FLFS1. Listening/Watching-Comprehension
- FLFS2. Reading-Comprehension
- FLFS3. Speaking-Expression
- FLFS4. Writing-Expression
- FLSS1. Grammar: Selection and Use
- FLSS2. Vocabulary: Selection and Use
- FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS –

DISPOSITIONS

- D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

- SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Visual Arts, Music, Physical Education and Sports, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 7 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.7.1.L1. Students can prepare and get ready for listening (to)/watching about the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”.

- a) Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.7.1.L2. Students can bring together the information in the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”.

- a) Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.7.1.L3. Students can make sense of and derive meaning from the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”.

- a) Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.7.1.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.7.1.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.7.1.R1. Students can prepare for reading the content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.7.1.R2. Students can bring information together about the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.7.1.R3. Students can make sense of and derive meaning from the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.7.1.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.7.1.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*

- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.7.1.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.7.1.W1. Students can prepare for writing efficiently and accurately based on the current content about “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.7.1.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.7.1.W3. Students can construct new written content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.7.1.W4. Students can practise producing written content based on the current theme “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriated to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriated ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.7.1.W5. Students can engage in the process of writing related to the content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”.

- a) Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.7.1.W6. Students can reconstruct their writing about the current theme on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” to communicate effectively about it.

- a) Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.7.1.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.7.1.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”.

- a) Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.7.1.S2. Students can analyse and understand the model content related to “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” to support the production of spoken language.

- a) Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.7.1.S3. Students can produce meaningful and accurate spoken content related to the current theme on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”.

- a) Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*

- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.7.1.S4. Students can construct meaningful spoken content about “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.7.1.S5. Students can reconstruct the information about “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.7.1.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “school life and education with extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

SCHOOL LIFE & EDUCATION

Sub-themes: extra-curricular activities at school; competitions and celebrations at school; national days and celebrations

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for extra-curricular activities at school:

Nouns: A drama play, a drawing, football (soccer-game-AmE.), an exhibition, a congratulation.

Verbs: To act, to attend, to be keen (on),

Adjectives: Fun, religious, casual (clothes), talented,

Vocabulary for competitions and celebrations at school:

Nouns: An ability, an audience, a competition, first, an organization, a winner, a prize, a finish, a start, an organization, a choice,

Verbs: To beat, to celebrate, to race, to blow (up a balloon / candles), to break a record.

Adjectives: Excellent, fair, fascinating,

Adverbs: Fortunately, last.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social, and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-The Simple Present Tense: (I attend extra-curricular activities after school).

-The Present Progressive Tense (now, at present, today): (She is drawing a beautiful picture for the art competition at present).

-Adverbs of frequency: (He rarely acts in the school dramas).

-Modals must and can't (prohibition): (You must follow the competition rules to win a prize).

Functions of the Grammatical Structures in Use:

-Use of the Simple Present Tense: Describing regular actions, general truths, and habits.

-Use of the Present Progressive Tense (now, at present, today): Describing actions happening right now or around the present moment.

-Use of adverbs of frequency: Expressing the frequency of an action.

-Use of modals must and can't (prohibition): Expressing prohibition.

Target Social Language in Use:

What's on the timetable today?

Is a non-uniform day coming up?

It's my turn to be line leader today!

Target Phonological Sounds in Use:

Intonation of positive statements

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “school life and education” and its components such as “extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “school life and education” and its components such as “extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

An extra-curricular activity, extra-curricular activities at school; competitions, celebrations, competitions and celebrations at school, national days.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will prepare a project to reflect on the importance of extracurricular activities, competitions, and celebrations in shaping their school experience. They will create a visual presentation about their favourite extracurricular activity and explain how it helps them develop new skills and build friendships. They should also describe a memorable school competition or celebration. Finally, students will propose ideas for new activities or events that could make school life even more enjoyable and enriching for everyone. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students’ knowledge of “school life and education” and its components such as “extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”. As they are lower secondary school students in year 7 (seven), they can know what “school life and education” and its components such as “extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 7 of lower secondary school, they can know some basic vocabulary about “school life and education” and also some necessary structures in English from the previous themes and/or years. These grammatical items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “school life and education” and its components such as “extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “school life and education”. Their knowledge of the days of the week and holidays will help them learn and practise important national holidays such as “the Republic Day of Türkiye”. Therefore, a dialogue game can be played to revise

all vocabulary and grammatical items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students are asked to recall the concept of “school life and education” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “school life and education” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/ singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic “school life and education” and the sub-themes of “extra-curricular activities at school; competitions and celebrations at school; national days and celebrations”, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme “school life and education” is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their grammar, vocabulary and phonological selection and use skills.

ENG7.1.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about the content to prepare themselves to work on guessing the topic of the current theme **(V1.2, V3.4, V14.1, V14.3, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG7.1.L2

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V1.2, V3.4, V14.1, V14.3, LS1, LS4, LS5, CS2.2)**. They can realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG7.1.L3

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s) **(D3.2, V3.4)**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically. **(D3.1, V1.2, V3.4, V14.1, V14.3, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of

words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V1.2, V3.4, V14.1, V14.3, LS5)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the sub-themes of “extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/ drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme “school life and education” are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG7.1.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about and that their guesses were correct **(D3.4, V3.3, LS1, LS2, LS4, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS.2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG7.1.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements **(LS1, LS2, LS4)**. She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context **(D3.2, D3.6, V3.4)**.

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme “school life and education”. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some Web 2.0 programmes or some other AI-based technologies **(D3.2, V3.4, LS1, LS2)**. To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording **(D3.2, D3.7, D2.3)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies **(D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4)**. Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum **(D3.2, D3.6, D3.7)**.

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home **(D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5)**. They bring their recording (s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings **(D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5)**. If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens **(D2.3, D2.4, SELS2.2)**. During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion **(D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1)**. The teacher can get help from AI-based technologies for these activities if available. Students’ performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS1.2, V3.3, V6.2, V10.3, LS1, LS2)**.

ENG7.1.V1

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme “school life and education”, the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/white board/blackboard in relation to the main components of the theme “school life and education” **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about the content, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first

part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then she/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/ paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story **(LS2, LS4)**. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know **(D3.6, LS5, CS2.7, CS3.1)**. As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the related theme and they answer them after talking about them in pairs **(D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1)**. In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2 Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues **(D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8)**. So, they revise and practise the meanings of the target (key) vocabulary of the theme “ school life and education”. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the

form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 **(D2.5, SELS2.1, V3.4, V4.2, V4.4)**. They can be done with real pictures on the white/blackboard if there is a problem with technology **(LS4)**. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme **(D2.3, SELS1.2)**. Then students say several things about the items in the picture **(D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20)**. The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her **(D3.9, D3.10, SELS2.2, V3.4, CS3.3)**. When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation **(D3.6, D3.7, CS2.5)**. The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions **(D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20)**. Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V6.1, V9.2, V10.3)**.

ENG7.1.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE):

Consciousness raising- discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme "school life and education" **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)**. While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure (s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1,**

CS3.3). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.1.R1

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme “school life and education” from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way **(V3.2, LS1, CS3.3)**. Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text **(D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2)**.

ENG7.1.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson **(SELS1.2, V3.4, LS1, CS2.8)**. Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher **(V3.3, LS4, LS7, CS2.4, CS2.6)**. They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard related to the sub-themes of “extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” **(D3.6, V1.2, V3.4, V14.1, V14.3, LS2, LS5, CS2.7)**. Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks **(V3.4, LS7, CS2.8)**. The teacher could use different versions of the scanning activities as described in the “listening/watching- comprehension” section above. In this way, they can understand the text in general better with the help of scanning **(CS2.16.1)**. They share the components with the whole class **(SELS2.1)** and then they discuss the accuracy of the results as a whole class **(D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8)**.

ENG7.1.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier **(D3.2, SELS2.2, V4.1)**. During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) **(CS2.6)**. They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities **(V3.3, V6.2, LS1, CS2.4, CS2.6)**. They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme “school life and education” in terms of the sub-themes of “extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” mean from different perspectives to build their own understandings **(D3.6, D3.8, SELS3.1, CS2.13)**. The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process **(SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20)**. After this stage, they work on activities to connect their knowledge and skills they have acquired about the current content with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme **(D3.5, SELS3.2, V1.2, V3.4, V14.1, V14.3, LS1, LS5, LS6, CS2.13, CS2.14)**. In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading **(SELS3.3, V7.2, CS2.20)**.

ENG7.1.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process **(SELS1.3)**. They talk about them individually and then share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

ENG7.1.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing

knowledge about the current content to make a link between what they know and what they are going to write about **(D3.2, SELS1.1, CS2.12)**. This includes examining all the audio/visual sources and elements provided for understanding the writing task **(V3.2, LS1, CS2.2)**.

ENG7.1.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given **(CS2.2)**. These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme “school life and education”. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/ or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully **(V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1)**.

ENG7.1.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own **(V16.1)**. They participate in several writing activities individually, in pairs, in groups and as a whole class **(D2.3, SELS2.2, V4.1)**. Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others **(SELS2.1, LS1, CS2.13)**.

ENG7.1.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic **(D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20)**. They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects **(D1.4, SELS2.2, V3.4, V4.1, V4.2)**. Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others **(SELS3.2, SELS3.3, V1.2, V3.4, V14.1, V14.3, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9)**.

ENG7.1.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher’s and also peers’ feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14)**. A. All the content is formed as contextual, practical, authentic, real, and appropriate to the students’ interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students **(D3.1, SELS1.2, V12.3, LS1, CS3.1)**.

ENG7.1.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the sub-themes of “extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” through their writing tasks **(V1.2,V3.4, V14.1, V14.3, CS3.3)**. They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing **(D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20)**. All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.1.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process **(SELS1.3)** and students talk about them individually and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme. **(V3.4, V4.5, LS1, LS5)**.

ENG7.1.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it **(SELS1.1, CS2.12)**. Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts **(SELS3.2)**. Then they can expand their language use and practice in each section by increasing the amount of speaking they do **(D1.3, V3.4, LS1, CS2.13)**.

ENG7.1.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given **(CS2.2)**. These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully **(V1.2, V3.4, V14.1,V14.3, LS1, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks **(D3.6, SELS1.2, V3.2, V3.4, LS5)**.

ENG7.1.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme “school life and education” in fun, enjoyable, varied, and versatile activities **(SELS3.2, V7.2, LS9)**. These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class **(D3.2, SELS2.2, V4.2, CS2.20)**.

ENG7.1.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation **(SELS3.3, V3.4, CS2.20)**. These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme “school life and education” as in others **(D3.6, SELS2.1, CS2.13)**.

ENG7.1.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme “school life and education” on the sub-themes of “extra-curricular activities at school; competitions and celebrations at school; national days and celebrations” **(V4.5, LS5, CS2.13, CS2.14)**. Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme **(SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9)**. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme **(SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings **(D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2)**. All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.1.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning **(SELS1.3)** or on their collaborative learning in pairs, groups or as a whole class collaboratively **(D2.3, SELS2.2, CS2.15)**. The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement **(SELS1.2, SELS2.1)** and also they contribute to the improvement of their peers in their learning processes **(V4.1, V4.3, V12.1, V12.3, LS1)**.

DIFFERENTIATION

Expansion

Objective: To engage students in conversations, foster their creativity and presentation skills in English by using the target vocabulary and the language with grammatical structures (Simple Present Tense- Modal/ Must)

Activity: Role-play

The teacher prepares some questions (e.g., How do you usually feel when you win a prize? How do you celebrate when you become first? What must a person do to break a record?) and begins the activity by giving a situation (e.g., There is a student. She/He is good at swimming, and she/he usually wins the competitions) for the role-play activity. Then she/he divides the class into pairs and asks the students to make an interview with this student by using the questions she has handed out to each pair and answer them meaningfully. The paired students work together, and they act out their dialogues; one of the pairs as the swimmer, the other one as an interviewer. The students give a 'stars' rating (1-5) for their peers' performance and a short explanation by completing sentence beginnings, e.g., "I gave you _____ because your _____ is good, but you should _____". The teacher provides constructive feedback on students' performance in terms of accurate and adequate use of target vocabulary and grammar and their presentation. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To engage students in conversations, foster their creativity and presentation skills in English by using the target vocabulary and the language with grammatical structures (Simple Present Tense- Modal/ Must)

Activity: Role-play

The teacher prepares some questions and incomplete forms of the answers (e.g., How do you usually feel when you win a prize? - I feel How do you celebrate when you become first? - I blow, What must a person do to break a record? - We must) and begins the activity by giving a situation (eg., There is a student. She/He is good at swimming, and she/he usually wins the competitions) for the role-play activity. Then she/he divides the class into pairs and asks the students to make an interview with this student by using the questions she has handed out to each pair and answer them meaningfully. The paired students work together, and they act out their dialogues; one of the pairs as the swimmer, the other one as an interviewer. The students give a 'stars' rating (1-5) for their peers' performance and a short explanation by completing sentence beginnings, e.g., "I gave you _____ because your _____ is good, but you should _____". The teacher provides constructive feedback on students' performance in terms of accurate and adequate use of target vocabulary and grammar and their presentation. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 2: CLASSROOM LIFE & LEARNING

Sub-themes: Technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)

This theme is centred on the concept of “classroom life and learning” and covers the sub-themes of “technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

FIELD SKILLS AND SUPPORTIVE SKILLS

- FLFS1. Listening/Watching-Comprehension
- FLFS2. Reading-Comprehension
- FLFS3. Speaking-Expression
- FLFS4. Writing-Expression
- FLSS1. Grammar: Selection and Use
- FLSS2. Vocabulary: Selection and Use
- FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

DISPOSITIONS

D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values

V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Visual Arts, Music, Physical Education and Sports, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 7 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.7.2.L1. Students can prepare and get ready for listening (to)/watching about the current content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.7.2.L2. Students can bring together the information in the current content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)”.

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.7.2.L3. Students can make sense of and derive meaning from the current content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.7.2.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.7.2.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.7.2.R1. Students can prepare for reading the content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*

- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.7.2.R2. Students can bring information together about the current content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.7.2.R3. Students can make sense of and derive meaning from the current content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.7.2.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.7.2.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*

- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.7.2.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*

- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.7.2.W1. Students can prepare for writing efficiently and accurately based on the current content about “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.7.2.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.7.2.W3. Students can construct new written content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.7.2.W4. Students can practise producing written content based on the current theme “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*

- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.7.2.W5. Students can engage in the process of writing related to the content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.7.2.W6. Students can reconstruct their writing about the current theme on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.7.2.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.7.2.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.7.2.S2. Students can analyse and understand the model content related to “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.7.2.S3. Students can produce meaningful and accurate spoken content related to the current theme on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.7.2.S4. Students can construct meaningful spoken content about “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.7.2.S5. Students can reconstruct the information about “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.7.2.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500–1000); ordinal numbers (50–100)” in relation to themselves or others, both individually and/or with others.

- a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

CLASSROOM LIFE & LEARNING

Sub-themes: Technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for technological tools for learning:

Nouns: An app, a mobile device, a laptop, a printer, a screen, a speaker, a tablet, a tool, a website, a code, an error, electricity, a virus, an external memory.

Verbs: To connect, to print.

Adjectives: Digital.

Vocabulary for learning activities in the classroom:

Nouns: A circle, a cross, a decision, a discussion, a memory, a speech, a context, a degree, understanding, streaming, household.

Verbs: To circle, to express, to succeed, to present, to pronounce, to be good at, to be bad at, to play (a critical role).

Adverbs: Correctly, sure.

Adjectives: Confusing.

Vocabulary for cardinal numbers (500-1000)

Vocabulary for ordinal numbers (50-100)

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-The Simple Present Tense vs Present Progressive Tense: (I use an app every day to check my schedule. The students are expressing their opinions in the discussion right now).

-Question tags for the Simple Present Tense and Present Progressive Tense: (You use a website to learn new things, don't you? They are using a tablet to search for information, aren't they?)

-Will for help: (I will fix the virus problem on your computer).

Functions of the Grammatical Structures in Use:

-Use of the Simple Present Tense vs Present Progressive Tense: Distinguishing regular actions, habits, general truths, permanent situations and actions happening at the moment of speaking, and temporary activities.

-Use of question tags for the Simple Present Tense and Present Progressive Tense: Confirming information or actions that are happening at the moment.

-Use of will for help: Offering help.

Target Social Language in Use:

No cutting corners at school, do your best at school!

I never throw in the towel, I always try again!

Slow down and double-check your work!

Target Phonological Sounds in Use:

Intonation of negative statements

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “classroom life and learning” and its components such as “technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “classroom life and learning” and its components such as “technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts

Technology, tools, technological tools, technological tools for learning, learning activities, learning activities in the classroom, cardinal numbers, ordinal numbers.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will prepare a digital slideshow about “Classroom Life and Learning”. They will include three slides: one featuring technological tools they use for learning, another describing at least three classroom learning activities they enjoy, and a final slide using cardinal numbers (500-1000) and ordinal numbers (50-100) creatively in sentences. For instance, they might mention the number of students in their school or the rank of favourite activities. Students will present their slideshows to the class, explaining their content clearly and briefly. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students’ knowledge of “classroom life and learning” and its components such as “technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)”. As they are lower-secondary school students in year 7 (seven), they can know what “classroom life and learning” and these components mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 7 of lower-secondary school, they can know some basic vocabulary about “classroom life and learning” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “classroom life and learning” and its components such as “technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous

years would be helpful as a basis for moving on and learning the current content on the concept of “classroom life and learning”. Therefore, a dialogue game can be played to revise all vocabulary and grammatical items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students are asked to recall the concept of “classroom life and learning” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “classroom life and learning” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/ singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic “classroom life and learning” and the sub-themes of “technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)”, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme “classroom life and learning” is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their grammar, vocabulary and phonological selection and use skills.

ENG7.2.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “classroom life and learning”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about “classroom life and learning” to prepare themselves to work on guessing the topic of the current theme, “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” **(V3.2, V11.1, V16.1, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG7.2.L2

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “classroom life and learning with technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” to identify the topic of the content and to answer the question “What is the whole content about” **(D3.6, V3.2, V11.1, V16.1, LS1, LS4, LS5, CS2.2)**. They can realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG7.2.L3

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s) **(D3.2, V3.4)**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically. **(D3.1, V3.2, V11.1, V16.1, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help

students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V3.2, V11.1, V16.1, LS5)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the sub-themes of “technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/ drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme “classroom life and learning” are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG7.2.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about and that their guesses were correct **(D3.4, V3.3, LS1, LS2, LS4, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS.2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG7.2.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements **(LS1, LS2, LS4)**. She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context **(D3.2, D3.6, V3.4)**.

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme “classroom life and learning”. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some Web 2.0 programmes or some other AI-based technologies **(D3.2, V3.4, LS1, LS2)**. To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording **(D3.2, D3.7, D2.3)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies **(D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4)**. Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum **(D3.2, D3.6, D3.7)**.

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home **(D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5)**. They bring their recording (s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings **(D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5)**. If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens **(D2.3, D2.4, SELS2.2)**. During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion **(D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1)**. The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS1.2, V3.3, V6.2, V10.3, LS1, LS2)**.

ENG7.2.V1

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme “classroom life and learning”, the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/white board/blackboard in relation to the main components of the theme “classroom life and learning” **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about the content, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first

part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then she/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/ paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, S2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story **(LS2, LS4)**. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know **(D3.6, LS5, CS2.7, CS3.1)**. As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the related theme and they answer them after talking about them in pairs **(D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1)**. In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2 Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues **(D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8)**. So, they revise and practise the meanings of the target (key) vocabulary of the theme “classroom life and learning”. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the

form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 **(D2.5, SELS2.1, V3.4, V4.2, V4.4)**. They can be done with real pictures on the white/blackboard if there is a problem with technology **(LS4)**. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme **(D2.3, SELS1.2)**. Then students say several things about the items in the picture **(D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20)**. The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her **(D3.9, D3.10, SELS2.2, V3.4, CS3.3)**. When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation **(D3.6, D3.7, CS2.5)**. The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions **(D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20)**. Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V6.1, V9.2, V10.3)**.

ENG7.2.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising-discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme "classroom life and learning" **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)**. While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure (s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher

hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.2.R1

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme “classroom life and learning” from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way **(V3.2, LS1, CS3.3)**. Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text **(D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2)**.

ENG7.2.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson **(SELS1.2, V3.4, LS1, CS2.8)**. Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher **(V3.3, LS4, LS7, CS2.4, CS2.6)**. They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard related to the sub-themes of “technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” **(D3.6, V3.2, V11.1, V16.1, LS2, LS5, CS2.7)**. Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks **(V3.4, LS7, CS2.8)**. The teacher could use different versions of the scanning activities as described in the “listening/watching- comprehension” section above. In this way, they can understand the text in general better with the help of scanning **(CS2.16.1)**. They share the components with the whole class **(SELS2.1)** and then they discuss the accuracy of the results as a whole class **(D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8)**.

ENG7.2.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier **(D3.2, SELS2.2, V4.1)**. During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) **(CS2.6)**. They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities **(V3.3, V6.2, LS1, CS2.4, CS2.6)**. They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme “classroom life and learning” in terms of the sub-themes of “technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” mean from different perspectives to build their own understandings **(D3.6, D3.8, SELS3.1, CS2.13)**. The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process **(SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20)**. After this stage, they work on activities to connect their knowledge and skills they have acquired about the current content with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme **(D3.5, SELS3.2, V3.2, V3.4, V11.1, V16.1, LS1, LS5, LS6, CS2.13, CS2.14)**. In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading **(SELS3.3, V7.2, CS2.20)**.

ENG7.2.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process **(SELS1.3)**. They talk about them individually and then share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

ENG7.2.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about the current content to make a link between what they know and what they are going to write about **(D3.2, SELS1.1, CS2.12)**. This includes examining all the audio/visual sources and elements provided for understanding the writing task **(V3.2, LS1, CS2.2)**.

ENG7.2.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given **(CS2.2)**. These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme “classroom life and learning”. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/ or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully **(V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1)**.

ENG7.2.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own **(V16.1)**. They participate in several writing activities individually, in pairs, in groups and as a whole class **(D2.3, SELS2.2, V4.1)**. Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others **(SELS2.1, LS1, CS2.13)**.

ENG7.2.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic **(D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20)**. They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects **(D1.4, SELS2.2, V3.4, V4.1, V4.2)**. Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others **(SELS3.2, SELS3.3, V3.2, V11.1, V16.1, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9)**.

ENG7.2.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories,

dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14)**. A. All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students **(D3.1, SELS1.2, V12.3, LS1, CS3.1)**.

ENG7.2.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the sub-themes of "technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)" through their writing tasks **(V3.2, V11.1, V16.1, CS3.3)**. They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing **(D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20)**. All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.2.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process **(SELS1.3)** and students talk about them individually and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme. **(V3.4, V4.5, LS1, LS5)**.

ENG7.2.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it **(SELS1.1, CS2.12)**. Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts **(SELS3.2)**. Then they can expand their language use and practice in each section by increasing the amount of speaking they do **(D1.3, V3.4, LS1, CS2.13)**.

ENG7.2.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given **(CS2.2)**. These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken

language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.2, V3.3, V11.1, V16.1, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG7.2.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme “classroom life and learning” in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG7.2.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme “classroom life and learning” as in others (**D3.6, SELS2.1, CS2.13**).

ENG7.2.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme “classroom life and learning” on the sub-themes of “technological tools for learning; learning activities in the classroom; cardinal numbers (500-1000); ordinal numbers (50-100)” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.2.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form

of interactive and ongoing feedback that can help their own improvement **(SELS1.2, SELS2.1)** and also they contribute to the improvement of their peers in their learning processes **(V4.1, V4.3, V12.1, V12.3, LS1)**.

DIFFERENTIATION

Expansion

Objective: To offer help about technological tools in English and to improve writing and speaking skills by using the target vocabulary and the target grammatical structures (Will for help)

Activity 1: I am in trouble!

The teacher writes some scenarios about technological problems (e.g., 1-There is a virus on my computer., 2-The printer is not working., 3-I must connect to Wi-Fi.) on slips of paper. She/He divides the class into pairs and hands out the slips to the pairs. Then she/he asks the students to read the problems and offer help for those. When the students complete the task, they are ready to act it out. The pairs are invited to the board in turns and asked to be careful with body language and intonation while acting out. Each pair presents scenarios respectively. After the role-plays, each pair shares the most creative scenarios with the class. The teacher praises the students for their creativity, and presentation skills. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To offer help about technological tools in English and to improve writing and speaking skills by using the target vocabulary and the target grammatical structures (Will for help)

Activity: I am in trouble!

Instruction:

The teacher writes some scenarios about technological problems (e.g., 1-There is a virus on my computer., 2-The printer is not working., 3-I must connect to Wi-Fi.) and some phrases for offers (fix the virus problem, check the printer, ask for the password) on slips of paper. She/He divides the class into pairs and hands out the slips to the pairs. Then she/he asks the students to read the problems and offer help for those. When the students complete the task, they are ready to act it out. The pairs are invited to the board in turns and asked to be careful with body language and intonation while acting out. Each pair presents scenarios respectively. After the role-plays, each pair shares the most creative scenarios with the class. The teacher praises the students for their creativity, and presentation skills. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 3: PERSONAL LIFE & WELL-BEING

Sub-themes: Body parts, illnesses, and keeping good health; the place of technology in people's lives

This theme is centred on the concept of "personal life and well-being" and covers the sub-themes of "body parts, illnesses, and keeping good health; the place of technology in people's lives". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

FIELD SKILLS AND SUPPORTIVE SKILLS	FLFS1. Listening/Watching-Comprehension
	FLFS2. Reading-Comprehension
	FLFS3. Speaking-Expression
	FLFS4. Writing-Expression
	FLSS1. Grammaring: Selection and Use
	FLSS2. Vocabulary: Selection and Use
	FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

–

DISPOSITIONS	D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional

Learning Skills	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values	V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Visual Arts, Music, Physical Education and Sports, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 7 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.7.3.L1. Students can prepare and get ready for listening (to)/watching about the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.7.3.L2. Students can bring together the information in the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”.

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.7.3.L3. Students can make sense of and derive meaning from the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise, and personalise current content in an individualised, age-appropriate, and level-appropriate way.*

ENG.7.3.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.7.3.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.7.3.R1. Students can prepare for reading the content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences, and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.7.3.R2. Students can bring information together about the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*

- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.7.3.R3. Students can make sense of and derive meaning from the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.7.3.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.7.3.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*

- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.7.3.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.7.3.W1. Students can prepare for writing efficiently and accurately based on the current content about “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.7.3.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.7.3.W3. Students can construct new written content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.7.3.W4. Students can practise producing written content based on the current theme “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.7.3.W5. Students can engage in the process of writing related to the content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.7.3.W6. Students can reconstruct their writing about the current theme on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.7.3.W7. Students can be able convey (reflect on) their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.7.3.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.7.3.S2. Students can analyse and understand the model content related to “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.7.3.S3. Students can produce meaningful and accurate spoken content related to the current theme on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*

- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.7.3.S4. Students can construct meaningful spoken content about “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.7.3.S5. Students can reconstruct the information about “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.7.3.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “personal life and well-being with body parts, illnesses, and keeping good health; the place of technology in people’s lives” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

PERSONAL LIFE & WELL BEING

Sub-themes: body parts, illnesses, and keeping good health; the place of technology in people's lives

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for body parts, illnesses, and keeping good health:

Nouns: An appearance, blood, a bone, a brain, a disease, flu, a headache, a toothache, a stomachache, an illness, a condition, a drug, a sleep, an ambulance, an appointment, an accident, a chemist, a cold, a danger, an exercise, a medicine, a virus, a rest, health, a treatment.

Verbs: To break, to check, to cut, to fall.

Adjectives: Medical, ill, dangerous, sick, addictive.

Adverbs: Badly, completely.

Vocabulary for the place of technology in people's lives:

Nouns: An alternative, a benefit, a web, knowledge, smart devices, screen time, data.

Verbs: To reach, to set a limit.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-The Simple Past Tense (was/were): (I was sick last week).

-The Simple Past Tense (Regular verbs): (I visited the chemist yesterday).

-The question tags for "to be- was-were" and the Simple Past Tense: (You were at the hospital yesterday, weren't you? They visited the doctor last month, didn't they?)

Functions of the Grammatical Structures in Use:

-Use of the Simple Past Tense (was/were): Describing past states of being or situations.

-Use of the Simple Past Tense (Regular verbs): Describing completed actions or events that occurred in the past with regular verbs.

-Use of the question tags for "to be- was-were" and the Simple Past Tense: Confirming a past action or a past state of being.

Target Social Language in Use:

Staying active is key to feeling great!

Scroll less, live more!

Unplug and unwind!

Prepare a pack of healthy food and make sure you get your five-a-day!

Target Phonological Sounds in Use:

Intonation of questions and question tags

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “personal life and well-being” and its components such as “body parts, illnesses, and keeping good health; the place of technology in people’s lives” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “personal life and well-being” and its components such as “body parts, illnesses, and keeping good health; the place of technology in people’s lives” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

body parts, illnesses, good health, keeping good health, technology, the place of technology in people’s lives.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will make scrapbooks about a healthy life. In it, they will create pages about staying healthy and using technology wisely. One page can show body parts, healthy habits, and ways to avoid illness, like eating well and exercising. Another page can show how they use technology for school, games, and fun, but also how they spend time without screens, like playing sports or reading a book. They will use drawings, photos, and short captions to share their ideas. They can use Web 2.0 tools. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students’ knowledge of “personal life and well-being” and its components such as “body parts, illnesses, and keeping good health; the place of technology in people’s lives”. As they are lower secondary school students in year 7 (seven), they can know what “personal life and well-being” and its components such as “body parts, illnesses, and keeping good health; the place of technology in people’s lives” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 7 of lower secondary school, they can know some basic vocabulary about “personal life and well-being” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “personal life and well-being” and its components such as “body parts, illnesses, and keeping good health; the place of technology in people’s lives”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “personal life and well-being”. Therefore, a dialogue game can be played to revise all vocabulary and grammatical items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to

facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices).

Establishing Links

Students are asked to recall the concept of “personal life and well-being” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “personal life and well-being” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being **(D1.5, V12.1, V13.4)**. This could be an activity such as a short game, a physical activity, listening to/ singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English **(D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4)**. That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central “personal life and well-being” and the sub-themes of “body parts, illnesses, and keeping good health; the place of technology in people’s lives”, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme “personal life and well-being” is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their grammar, vocabulary and phonological selection and use skills.

ENG7.3.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the concept of “personal life and well-being”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of

the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about “personal life and wellbeing” to prepare themselves to work on guessing the topic of the current theme **“personal life and well-being with (extended) body parts, illnesses, and keeping good health; the place of technology in people’s lives” (V10.1, V13.3, V13.4, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG7.3.L2

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content on “personal life and well-being with (extended) body parts, illnesses, and keeping good health; the place of technology in people’s lives” to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V10.1, V13.3, V13.4, LS1, LS4, LS5, CS2.2)**. They can realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG7.3.L3

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s) **(D3.2, V3.4)**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically. **(D3.1, V10.1, V13.3, V13.4, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not

take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V10.1, V13.3, V13.4, LS5)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the sub-themes of “body parts, illnesses, and keeping good health; the place of technology in people’s lives” further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/ drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme “personal life and well-being” are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG7.3.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about and that their guesses were correct **(D3.4, V3.3, LS1, LS2, LS4, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS.2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG7.3.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as

the main context for noticing the target phonological elements **(LS1, LS2, LS4)**. She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context **(D3.2, D3.6, V3.4)**.

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme “personal life and well-being”. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some Web 2.0 programmes or some other AI-based technologies **(D3.2, V3.4, LS1, LS2)**. To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording **(D3.2, D3.7, D2.3)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies **(D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4)**. Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum **(D3.2, D3.6, D3.7)**.

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home **(D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5)**. They bring their recording (s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings **(D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5)**. If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens **(D2.3, D2.4, SELS2.2)**. During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion **(D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1)**. The teacher can get help from AI-based technologies for these activities if available. Students’ performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS1.2, V3.3, V6.2, V10.3, LS1, LS2)**.

ENG7.3.V1

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme “personal life and well-being”, the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions.

The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/white board/blackboard in relation to the main components of the theme: (extended) body parts, illnesses, and keeping good health; the place of technology in people's lives **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about the content, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find "part/paragraph context clues" in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then she/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks

what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/ paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the related theme and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2 Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**).

These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme **(D2.3, SELS1.2)**. Then students say several things about the items in the picture **(D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20)**. The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her **(D3.9, D3.10, SELS2.2, V3.4, CS3.3)**. When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation **(D3.6, D3.7, CS2.5)**. The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions **(D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20)**. Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V6.1, V9.2, V10.3)**.

ENG7.3.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE):

Consciousness raising- discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme "personal life and well-being" **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (LS2). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure (s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the

rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.3.R1

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme “personal life and well-being” from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way **(V3.2, LS1, CS3.3)**. Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text **(D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2)**.

ENG7.3.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson **(SELS1.2, V3.4, LS1, CS2.8)**. Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher **(V3.3, LS4, LS7, CS2.4, CS2.6)**. They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard related to the sub-themes of “body parts,

illnesses, and keeping good health; the place of technology in people's lives" (**D3.6, V10.1, V13.3, V13.4, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the "listening/watching- comprehension" section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG7.3.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme "personal life and well-being" in terms of the sub-themes of "body parts, illnesses, and keeping good health; the place of technology in people's lives" mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about the current content with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V10.1, V13.3, V13.4, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG7.3.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG7.3.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about the current content to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG7.3.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme “personal life and well-being”. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/ or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG7.3.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (V16.1). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG7.3.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V10.1, V13.3, V13.4, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG7.3.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). A. All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG7.3.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the sub-themes of “body parts, illnesses, and keeping good health; the place of technology in people’s lives” through their writing tasks **(V10.1, V13.3, V13.4, CS3.3)**. They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing **(D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20)**. All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.3.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process **(SELS1.3)** and students talk about them individually and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students’ learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme. **(V3.4, V4.5, LS1, LS5)**.

ENG7.3.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it **(SELS1.1, CS2.12)**. Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts **(SELS3.2)**. Then they can expand their language use and practice in each section by increasing the amount of speaking they do **(D1.3, V3.4, LS1, CS2.13)**.

ENG7.3.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given **(CS2.2)**. These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully **(V3.3, V10.1, V13.3, V13.4, LS1, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks **(D3.6, SELS1.2, V3.2, V3.4, LS5)**.

ENG7.3.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme “personal life and well-being” in fun, enjoyable, varied, and versatile activities **(SELS3.2, V7.2, LS9)**. These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class **(D3.2, SELS2.2, V4.2, CS2.20)**.

ENG7.3.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation **(SELS3.3, V3.4, CS2.20)**. These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme “personal life and well-being” as in others **(D3.6, SELS2.1, CS2.13)**.

ENG7.3.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme “personal life and well-being” on the sub-themes of “body parts, illnesses, and keeping good health; the place of technology in people’s lives” **(V4.5, LS5, CS2.13, CS2.14)**. Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme **(SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9)**. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme **(SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings **(D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2)**. All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.3.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning **(SELS1.3)** or on their collaborative learning in pairs, groups or as a whole class collaboratively **(D2.3, SELS2.2, CS2.15)**. The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement **(SELS1.2, SELS2.1)** and also they contribute to the improvement of their peers in their learning processes **(V4.1, V4.3, V12.1, V12.3, LS1)**.

DIFFERENTIATION

Expansion

Objective: To foster students' listening and taking note skills in English by using the target vocabulary and the target grammatical items (Simple Past Tense-regular verbs/was-were)

Activity: What happened to you?

The teacher prepares the class for a listening activity. She/He divides the class into groups of four and hands out sheets to each student. She/He informs the students that they are going to listen to a text twice about a person who has got a health problem. The students are asked to listen to it carefully and write down the regular past verbs and the body parts they hear while listening.

After they have listened twice, the teacher asks them to discuss their answers with the group mates. Then she/he displays the text on the board to the whole class and they check the answers together. The teacher provides positive feedback by praising the students' engagement in the activity. The students fill in the form given by the teacher to evaluate their performance (It was easy to, It was difficult to). Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To foster students' listening and taking note skills in English by using the target vocabulary and the target grammatical items (Simple Past Tense-regular verbs/was-were)

Activity: What happened to you?

Instruction: The teacher prepares the class for a listening activity. She/He divides the class into groups of four and hands out the sheets including a list of verbs (e.g. visit, check, rest) and body parts (e.g., a bone, a brain, a head) to each student. She/He informs the students that they are going to listen to a text twice about a person who has got a health problem. The students are asked to listen to it carefully and write down the regular past verbs and the body parts they hear while listening.

After they have listened twice, the teacher asks them to discuss their answers with the group mates. Then she/he displays the text on the board to the whole class and they check the answers together. The teacher provides positive feedback by praising the students' engagement in the activity. The students fill in the form given by the teacher to evaluate their performance (It was easy to find the verbs/ find the body parts/write the past forms of the verbs., It was difficult to find the verbs/ find the body parts/write the past forms of the verbs.). Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 4: FAMILY LIFE & HOME

Sub-themes: Family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions

This theme is centred on the concept of "family life and home" and covers the sub-themes of "family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

FIELD SKILLS AND SUPPORTIVE SKILLS

FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammar: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values

V1. Justice, V2. Family Integrity, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V8. Privacy, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V15. Love and Affection, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Visual Arts, Music, Physical Education and Sports, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 7 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.7.4.L1. Students can prepare and get ready for listening (to)/watching about the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.7.4.L2. Students can bring together the information in the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”.

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.7.4.L3. Students can make sense of and derive meaning from the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.7.4.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.7.4.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.7.4.R1. Students can prepare for reading the content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*

- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.7.4.R2. Students can bring information together about the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.7.4.R3. Students can make sense of and derive meaning from the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.7.4.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.7.4.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*

- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.7.4.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*

- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.7.4.W1. Students can prepare for writing efficiently and accurately based on the current content about “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.7.4.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.7.4.W3. Students can construct new written content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.7.4.W4. Students can practise producing written content based on the current theme “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*

- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.7.4.W5. Students can engage in the process of writing related to the content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.7.4.W6. Students can reconstruct their writing about the current theme on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.7.4.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.7.4.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.7.4.S2. Students can analyse and understand the model content related to “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.7.4.S3. Students can produce meaningful and accurate spoken content related to the current theme on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current current.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.7.4.S4. Students can construct meaningful spoken content about “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.7.4.S5. Students can reconstruct the information about “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.7.4.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “family life and home with family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

FAMILY LIFE & HOME

Sub-themes: Family members' hobbies (sports, books, films, music, cooking); generation gap in the family; problems and solutions

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for family members' hobbies (sports, books, films, music, cooking):

Nouns: A possession, a novel, a story, a library, a scene, a choice, a fiction, an author, a character, an adventure, a drama, an animation, classical music, Turkish classical music, folk music, jazz.

Verbs: To manage, to publish, to taste, to collect, to bake.

Adjectives: Original, scary.

Adverbs: Nearly.

Vocabulary for generation gap in the family: problems and solutions:

Nouns: A tradition, advice, a lifestyle, a behaviour, an argument, a relationship, a teenager, an adult.

Verbs: To mind, to give a try, to have a bond, to give harm.

Adjectives: Teenage.

Adverbs: Almost, anyway, unfortunately, luckily.

Conjunction: As, since (because).

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

***Local Cultural, Social and Moral Considerations of the Theme**

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-The Simple Past Tense (Irregular verbs): (The author published a new novel last year).

-Question tags for the Simple Past Tense: (They had an argument yesterday).

-Shall for suggestions: (Shall we watch an animation?)

Functions of the Grammatical Structures in Use:

-Use of the Simple Past Tense (Irregular verbs): Describing an action that happened in the past.

-Use of question tags for the Simple Past Tense: Confirming information in the past.

-Use of shall for suggestions: Suggesting actions in the near future.

Target Social Language in Use:

My mum's mad about cooking new recipes!

My parents think I'm glued to my phone!

We try to meet halfway on family activities!

Target Phonological Sounds in Use:

a, b, c, d, e

Vowels: a: (/æ/, /ae/, /ə/, /a:/, /eɪ/, /a:/, /a/, /ɔ:/, /eə/); e: (/e/, /i:/, /ə/)

Consonants: b: (/b/, silent /b/); c: (/s/, /k/); d: (/d/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “family life and home” and its components such as “family members’ hobbies (sports , books, films, music, cooking); generation gap in the family: problems and solutions” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “family life and home” and its components such as “family members’ hobbies (sports ,books, films, music, cooking); generation gap in the family: problems and solutions” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Family, family members, hobbies, family members’ hobbies (sports ,books, films, music, cooking); generation gap, generation gap in the family, family problems, solutions to family problems.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will create a short story about their family members’ hobbies, focusing on how different generations in their family spend their free time. They will describe at least two family members from different age groups, such as a grandparent and a sibling, emphasising their favourite hobbies like sports, films, books, music, or cooking. Students will also identify one potential problem caused by the generation gap, such as disagreements over music or technology use, and suggest a creative solution to bring the family closer together. This assignment will encourage students to explore family dynamics while practicing descriptive and problem-solving skills. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students’ knowledge of “family life and home” and its components such as “family members’ hobbies (sports ,books, films, music, cooking); generation gap in the family: problems and solutions”. As they are lower secondary school students in year 7 (seven), they can know what “family life and home” and its components such as “family members’ hobbies (sports ,books, films, music, cooking); generation gap in the family: problems and solutions” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 7 of lower secondary school, they can know some basic vocabulary about “family life and home” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “family life and home” and its components such as “family members’ hobbies (sports ,books, films, music, cooking); generation gap in the family: problems and solutions”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “family

life and home". Therefore, a dialogue game can be played to revise all vocabulary and grammatical items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students are asked to recall the concept of "family life and home" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme "family life and home" in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/ singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic "family life and home" and the sub-themes of "family members' hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions", allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme "family life and home" is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their grammar, vocabulary and phonological selection and use skills.

ENG7.4.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about the content to prepare themselves to work on guessing the topic of the current theme **(V2.3, V2.4, V8.3, V15.1, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG7.4. L2

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V2.3, V2.4, V8.3, V15.1, LS1, LS4, LS5, CS2.2)** They can realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG7.4.L3

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s) **(D3.2, V3.4)**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically **(D3.1, V2.3, V2.4, V8.3, V15.1, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of

words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V2.3, V2.4, V8.3, V15.1, LS5)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the sub-themes of “family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme “family life and home” are introduced to the students in English **(LS5.)** At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG7.4.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about and that their guesses were correct **(D3.4, V3.3, LS1, LS2, LS4, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS.2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG7.4.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements **(LS1, LS2, LS4)**. She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context **(D3.2, D3.6, V3.4)**.

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme “family life and home”. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some Web 2.0 programmes or some other AI-based technologies **(D3.2, V3.4, LS1, LS2)**. To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording **(D3.2, D3.7, D2.3)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies **(D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4)**. Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum **(D3.2, D3.6, D3.7)**.

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home **(D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5)**. They bring their recording (s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings **(D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5)**. If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens **(D2.3, D2.4, SELS2.2)**. During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion **(D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1)**. The teacher can get help from AI-based technologies for these activities if available. Students’ performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS1.2, V3.3, V6.2, V10.3, LS1, LS2)**.

ENG7.4.V1

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme “family life and home”, the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/white board/blackboard in relation to the main components of “family life and home” **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about the content, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first

part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then she/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part /paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/ paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story **(LS2, LS4)**. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know **(D3.6, LS5, CS2.7, CS3.1)**. As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the related theme and they answer them after talking about them in pairs **(D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1)**. In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2 Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues **(D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8)**. So, they revise and practise the meanings of the target (key) vocabulary of the theme “family life and home” . This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of

a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and Web 2.0 (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG7.4.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising-discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme "family life and home" (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure (s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the

students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.4.R1

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme “family life and home” from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way **(V3.2, LS1, CS3.3)**. Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text **(D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2)**.

ENG7.4.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson **(SELS1.2, V3.4, LS1, CS2.8)**. Then they read the text very quickly (scanning) to check the main components and categories with

the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher **(V3.3, LS4, LS7, CS2.4, CS2.6)**. They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard related to the sub-themes of “family members’ hobbies (sports , books, films, music, cooking); generation gap in the family: problems and solutions **(D3.6, V2.3, V2.4, V8.3, V15.1, LS2, LS5, CS2.7)**. Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks **(V3.4, LS7, CS2.8)**. The teacher could use different versions of the scanning activities as described in the “listening/watching- comprehension” section above. In this way, they can understand the text in general better with the help of scanning **(CS2.16.1)**. They share the components with the whole class **(SELS2.1)** and then they discuss the accuracy of the results as a whole class **(D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8)**.

ENG7.4.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (D3.2, SELS2.2, V4.1). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) **(CS2.6)**. They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities **(V3.3, V6.2, LS1, CS2.4, CS2.6)**. They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme “family life and home” in terms of the sub-themes of “family members’ hobbies (sports , books, films, music, cooking); generation gap in the family: problems and solutions” mean from different perspectives to build their own understandings **(D3.6, D3.8, SELS3.1, CS2.13)**. The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process **(SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20)**. After this stage, they work on activities to connect their knowledge and skills they have acquired about the current content with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current **(D3.5, SELS3.2, V2.3, V2.4, V8.3, V15.1, LS1, LS5, LS6, CS2.13, CS2.14)**. In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading **(SELS3.3, V7.2, CS2.20)**.

ENG7.4.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process **(SELS1.3)**. They talk about them individually and then share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

ENG7.4.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about the current content to make a link between what they know and what they are going to write about **(D3.2, SELS1.1, CS2.12)**. This includes examining all the audio/visual sources and elements provided for understanding the writing task **(V3.2, LS1, CS2.2)**.

ENG7.4.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given **(CS2.2)**. These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme “family life and home” . Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/ or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully **(V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1)**.

ENG7.4.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own. They participate in several writing activities individually, in pairs, in groups and as a whole class **(D2.3, SELS2.2, V4.1)**. Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others **(SELS2.1, LS1, CS2.13)**.

ENG7.4.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic **(D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20)**. They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects **(D1.4, SELS2.2, V3.4, V4.1, V4.2)**. Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others **(SELS3.2, SELS3.3, V2.3, V2.4, V8.3, V15.1, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9)**.

ENG7.4.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14)**. A. All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students **(D3.1, SELS1.2, V12.3, LS1, CS3.1)**.

ENG7.4.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the sub-themes of “family members’ hobbies (sports , books, films, music, cooking); generation gap in the family: problems and solutions” through their writing **tasks (V2.3, V2.4, V8.3, V15.1, CS3.3)**. They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing **(D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20)**. All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.4.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process **(SELS1.3)** and students talk about them individually and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students’ learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme. **(V3.4, V4.5, LS1, LS5)**.

ENG7.4.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it **(SELS1.1, CS2.12)**. Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts **(SELS3.2)**. Then they can expand their language use and practice in each section by increasing the amount of speaking they do **(D1.3, V3.4, LS1, CS2.13)**.

ENG7.4.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given **(CS2.2)**. These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully **(V2.3, V2.4, V8.3, V15.1, LS1, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks **(D3.6, SELS1.2, V3.2, V3.4, LS5)**.

ENG7.4.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme “family life and home” in fun, enjoyable, varied, and versatile activities **(SELS3.2, V7.2, LS9)**. These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class **(D3.2, SELS2.2, V4.2, CS2.20)**.

ENG7.4.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation **(SELS3.3, V3.4, CS2.20)**. These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme “family life and home” as in others **(D3.6, SELS2.1, CS2.13)**.

ENG7.4.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme “family life and home” on the sub-themes of “family members’ hobbies (sports, books, films, music, cooking); generation gap in the family: problems and solutions” **(V4.5, LS5, CS2.13, CS2.14)**. Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme **(SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9)**. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme **(SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings **(D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2)**. All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.4.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning **(SELS1.3)** or on their collaborative learning in pairs, groups or as a whole class collaboratively **(D2.3, SELS2.2, CS2.15)**. The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement **(SELS1.2, SELS2.1)** and also they contribute to the improvement of their peers in their learning processes **(V4.1, V4.3, V12.1, V12.3, LS1)**.

DIFFERENTIATION

Expansion

Objective: To engage in creating stories about family members and their hobbies in English by using the target vocabulary and target grammatical items (Simple Past Tense-irregular verbs)

Activity: We had fun, didn't we?

The teacher prepares hobby cards (e.g., cooking, watching, reading, fishing). She/He divides the class into groups of four/five and informs the students that they're going to create a story about a family sharing hobby during a weekend. Then she/he gives each group a hobby card and assigns family roles to the group members (e.g., a mother/father, a grandmother/grandfather, a son/daughter). Each group represents a family. The teacher writes some questions on the board (Where was the family?, What did they do?, What went wrong?, What funny thing happened?) and asks the students to create their stories by answering those questions. Each student makes a sentence in turns. When each group finishes writing, they present the stories to the classmates. The rest of the groups give a 'stars' rating (1-5) for their peers' performance and chooses the most creative story. The teacher provides constructive feedback on language use, grammar and presentation. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To engage in creating stories about family members and their hobbies in English by using the target vocabulary and target grammatical items (Simple Past Tense-irregular verbs)

Activity: We had fun, didn't we?

The teacher prepares hobby cards (e.g., cooking, watching, reading, fishing) and verb cards related to the hobby cards (e.g., bake, argue, teach, catch, cook). She/He divides the class into groups of four/five and informs the students that they're going to create a story about a family sharing hobby during a weekend. Then she/he gives each group a hobby card and the verb cards and assigns family roles to the group members (e.g., a mother/father, a grandmother/grandfather, a son/daughter). Each group represents a family. The teacher writes some questions on the board (Where was the family?, What did they do?, What went wrong?, What funny thing happened?) and asks the students to create their stories by answering those questions. Each student makes a sentence in turns. When each group finishes writing, they present the stories to the classmates. The rest of the groups give a 'stars' rating (1-5) for their peers' performance and choose the most creative story. The teacher provides constructive feedback on language use, grammar and presentation. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 5: LIFE IN THE NEIGHBOURHOOD & CITY AND SOCIAL LIFE

Sub-themes: Public services in the neighbourhood and city; life in different kinds of cities

This theme is centred on the concept of “life in the neighbourhood and city and social life” and covers the sub-themes of “public services in the neighbourhood and city; life in different kinds of cities”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

FIELD SKILLS AND SUPPORTIVE SKILLS

FLFS1. Listening/Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Grammatical: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V17. Thriftiness, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Visual Arts, Music, Physical Education and Sports, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 7 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.7.5.L1. Students can prepare and get ready for listening (to)/watching about the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.7.5.L2. Students can bring together the information in the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”.

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.7.5.L3. Students can make sense of and derive meaning from the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.7.5.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.7.5.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.7.5.R1. Students can prepare for reading the content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.7.5.R2. Students can bring information together about the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.7.5.R3. Students can make sense of and derive meaning from the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.7.5.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.7.5.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*

- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.7.5.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*

- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.7.5.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.7.5.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.7.5.W3. Students can construct new written content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.7.5.W4. Students can practise producing written content based on the current theme “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*

- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.7.5.W5. Students can engage in the process of writing related to the content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.7.5.W6. Students can reconstruct their writing about the current theme on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*
- c) *Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” in relation to themselves or others, both individually and/or with others.*
- d) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- e) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- f) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.7.5.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.7.5.S2. Students can analyse and understand the model content related to “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.7.5.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*

- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.7.5.S4. Students can construct meaningful spoken content about “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.7.5.S5. Students can reconstruct the information about “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.7.5.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in the neighbourhood and city including social life with public services in the neighbourhood and city; life in different kinds of cities” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*

- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

LIFE IN THE NEIGHBOURHOOD & CITY AND SOCIAL LIFE

Sub-themes: Public services in the neighbourhood and city; life in different kinds of cities

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for public services in the neighbourhood and city:

Nouns: An experience, an advertisement, a comment, a colleague, a bank, a department, a post (mail-AmE.), an ad, an advertisement, advertising, public, a promise, a store, a user.

Verbs: To manage, to respond, to reply, to consider, to advertise, to post (to mail-AmE.), to promise, to wish.

Adjectives: Public, safe.

Adverbs: Inside.

Phrases: An emergency service, a community centre, a fire department, once upon a time, social media account.

Vocabulary for life in different kinds of cities:

Nouns: A community, a creature, husbandry.

Verbs: To feed, to collect, to develop, to look after.

Adjectives: Downtown, simple, safe, lively, peaceful, historical, charming.

Adverbs: Easily, free.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

***Local Cultural, Social and Moral Considerations of the Theme**

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-The Past Progressive Tense: (The street performers were entertaining a large crowd downtown).

-Question tags for the Past Progressive Tense: (People were chatting at the café about the new community center, weren't they?).

Functions of the Grammatical Structures in Use:

-The Past Progressive Tense: Expressing actions that were ongoing at a specific time in the past or were interrupted by another action.

-Question tags for the Past Progressive Tense: Confirming information or asking for agreement about actions that were ongoing at a specific time in the past or were interrupted by another action.

Target Social Language in Use:

Our community is close-knit, everybody knows each other!

Our neighbourhood is family-friendly with parks and schools!

There are many well-maintained gardens in this area!

Target Phonological Sounds in Use:

f, g, h, i, j, k

Vowel: i: (/aɪ/, /ɪ/, /i:/)

Consonants: f: (/f/); g: (/g/, /dʒ/); h: (/h/); j: (/dʒeɪ/, /dʒ/); k: (/k/)

*(Phonetic symbols will not be taught. Only sounds will be practised.)

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “life in the neighbourhood and city and social life” and its components such as “public services in the neighbourhood and city; life in different kinds of cities” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “life in the neighbourhood and city and social life” and its components such as “public services in the neighbourhood and city; life in different kinds of cities” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Public services, neighbourhood, city, public services in the neighbourhood, public services in the city, different cities, life in the city, life in different kinds of cities.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will prepare a short story titled “A Day in My Classroom and City” that reflects classroom life and connects it with public services in their neighbourhood or city, such as libraries, chemists, or hospitals, and highlights how these services support learning. They will also imagine their classroom in a smart city and describe how technology or innovative systems enhance their learning experience. Students will write their story by using at least three paragraphs and include details about the characters, setting, and events. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students’ knowledge of “life in the neighbourhood and city and social life” and its components such as “public services in the neighbourhood and city; life in different kinds of cities”. As they are lower secondary school students in year 7 (seven), they can know what “life in the neighbourhood and city and social life” and its components such as “public services in the neighbourhood and city; life in different kinds of cities” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 7 of lower secondary school, they can know some basic vocabulary about “life in the neighbourhood and city and social life” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in the neighbourhood and city and social life” and its components such as “public services in the neighbourhood and city; life in different kinds of cities”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “life in the neighbourhood and city and social life”. Therefore, a dialogue game can be played to revise all vocabulary and grammatical items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are

able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students are asked to recall the concept of “life in the neighbourhood and city and social life” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “life in the neighbourhood and city and social life” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being **(D1.5, V12.1, V13.4)**. This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English **(D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4)**. That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic “life in the neighbourhood and city and social life” and the sub-themes of “public services in the neighbourhood and city; life in different kinds of cities”, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme “life in the neighbourhood and city and social life” is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their grammar, vocabulary and phonological selection and use skills.

ENG7.5.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about the content to prepare themselves to work on guessing the topic of the current theme **(V5.1, V16.2, V17.3, LS1, LS5, LS8)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG7.5. L2

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V5.1, V16.2, V17.3, LS1, LS4, LS5, CS2.2)**. They can realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG7.5.L3

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s) **(D3.2, V3.4)**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically **(D3.1, V5.1, V16.2, V17.3, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of

words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V5.1, V16.2, V17.3, LS5, LS8)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the sub-themes of “public services in the neighbourhood and city; life in different kinds of cities” further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/ drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme “life in the neighbourhood and city and social life” are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG7.5.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about and that their guesses were correct **(D3.4, V3.3, LS1, LS2, LS4, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS.2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG7.5.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements **(LS1, LS2, LS4)**. She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context **(D3.2, D3.6, V3.4)**.

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme "life in the neighbourhood and city and social life". After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some Web 2.0 programmes or some other AI-based technologies **(D3.2, V3.4, LS1, LS2)**. To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording **(D3.2, D3.7, D2.3)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies **(D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4)**. Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum **(D3.2, D3.6, D3.7)**.

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home **(D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5)**. They bring their recording (s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings **(D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5)**. If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens **(D2.3, D2.4, SELS2.2)**. During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion **(D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1)**. The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS1.2, V3.3, V6.2, V10.3, LS1, LS2)**.

ENG7.5.V1

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme “life in the neighbourhood and city and social life”, the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/white board/blackboard in relation to the main components of the theme “life in the neighbourhood and city and social life” **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about the content, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary

related to the theme that the students do not know part by part. Then she/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then she/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/ paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, S2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story **(LS2, LS4)**. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know **(D3.6, LS5, CS2.7, CS3.1)**. As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the related theme and they answer them after talking about them in pairs **(D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1)**. In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2 Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues **(D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8)**. So, they revise and practise the meanings of the target (key) vocabulary of the theme “life in the neighbourhood and city and social life”. This kind of technique could be

applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 **(D2.5, SELS2.1, V3.4, V4.2, V4.4)**. They can be done with real pictures on the white/blackboard if there is a problem with technology (LS4). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme **(D2.3, SELS1.2)**. Then students say several things about the items in the picture **(D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20)**. The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her **(D3.9, D3.10, SELS2.2, V3.4, CS3.3)**. When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation **(D3.6, D3.7, CS2.5)**. The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions **(D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20)**. Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V6.1, V9.2, V10.3)**.

ENG7.5.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising-discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme "life in the neighbourhood and city and social life" **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)**. While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure (s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V 3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have

found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.5.R1

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme “life in the neighbourhood and city and social life” from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way **(V3.2, LS1, CS3.3)**. Students are provided a new text (s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text **(D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2)**.

ENG7.5.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson **(SELS1.2, V3.4, LS1, CS2.8)**. Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher **(V3.3, LS4, LS7, CS2.4, CS2.6)**. They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard related to the sub-themes of “public services in the neighbourhood and city; life in different kinds of cities” **(D3.6, V5.1, V16.2, V17.3, LS2, LS5, LS8, CS2.7)**. Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks **(V3.4, LS7, CS2.8)**. The teacher could use different versions of the scanning activities as described in the “listening/watching- comprehension” section above. In this way, they can understand the text in general better with the help of scanning **(CS2.16.1)**. They share the components with the whole class **(SELS2.1)** and then they discuss the accuracy of the results as a whole class **(D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8)**.

ENG7.5.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier **(D3.2, SELS2.2, V4.1)**. During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) **(CS2.6)**. They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities **(V3.3, V6.2, LS1, CS2.4, CS2.6)**. They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme “life in the neighbourhood and city and social life” in terms of the sub-themes of “public services in the neighbourhood and city; life in different kinds of cities” mean from different perspectives to build their own understandings **(D3.6, D3.8, SELS3.1, CS2.13)**. The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process **(SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20)**. After this stage, they work on activities to connect their knowledge and skills they have acquired about the current content with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme **(D3.5, SELS3.2, V3.4, V5.1, V16.2, V17.3, LS1, LS5, LS6, CS2.13, CS2.14)**. In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading **(SELS3.3, V7.2, CS2.20)**.

ENG7.5.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process **(SELS1.3)**. They talk about them individually and then share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

ENG7.5.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing

knowledge about the current content to make a link between what they know and what they are going to write about **(D3.2, SELS1.1, CS2.12)**. This includes examining all the audio/visual sources and elements provided for understanding the writing task **(V3.2, LS1, CS2.2)**.

ENG7.5.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given **(CS2.2)**. These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme “life in the neighbourhood and city and social life”. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/ or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/ example writing carefully **(V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1)**.

ENG7.5.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own. They participate in several writing activities individually, in pairs, in groups and as a whole class **(D2.3, SELS2.2, V4.1)**. Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others **(SELS2.1, LS1, CS2.13)**.

ENG7.5.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic **(D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20)**. They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects **(D1.4, SELS2.2, V3.4, V4.1, V4.2)**. Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others **(SELS3.2, SELS3.3, V5.1, V16.2, V17.3, LS5, LS8, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9)**.

ENG7.5.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher’s and also peers’ feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14)**. A. All the content is formed as contextual, practical, authentic, real, and appropriate to the students’ interests,

and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students **(D3.1, SELS1.2, V12.3, LS1, CS3.1)**.

ENG7.5.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the sub-themes of “public services in the neighbourhood and city; life in different kinds of cities” through their writing tasks **(V5.1, V16.2, V17.3, CS3.3)**. They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing **(D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20)**. All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.5.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process **(SELS1.3)** and students talk about them individually and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students’ learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme. **(V3.4, V4.5, LS1, LS5)**.

ENG7.5.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it **(SELS1.1, CS2.12)**. Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts **(SELS3.2)**. Then they can expand their language use and practice in each section by increasing the amount of speaking they do **(D1.3, V3.4, LS1, CS2.13)**.

ENG7.5.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given **(CS2.2)**. These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully **(V3.3, V5.1, V16.2, V17.3, LS1, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge

they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks **(D3.6, SELS1.2, V3.2, V3.4, LS5)**.

ENG7.5.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme “life in the neighbourhood and city and social life” in fun, enjoyable, varied, and versatile activities **(SELS3.2, V7.2, LS9)**. These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class **(D3.2, SELS2.2, V4.2, CS2.20)**.

ENG7.5.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation **(SELS3.3, V3.4, CS2.20)**. These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme “life in the neighbourhood and city and social life” as in others **(D3.6, SELS2.1, CS2.13)**.

ENG7.5.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme “life in the neighbourhood and city and social life” on the sub-themes of “public services in the neighbourhood and city; life in different kinds of cities” **(V4.5, LS5, CS2.13, CS2.14)**. Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme **(SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9)**. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme **(SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings **(D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2)**. All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.5.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning **(SELS1.3)** or on their collaborative learning in pairs, groups or as a whole class collaboratively **(D2.3, SELS2.2, CS2.15)**. The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement **(SELS1.2, SELS2.1)** and also they contribute to the improvement of their peers in their learning processes **(V4.1, V4.3, V12.1, V12.3, LS1)**.

DIFFERENTIATION

Expansion

Objective: To practise actions on-going at a specific time in the past in English by using time travel scenarios.

Activity 1: Echoes of the Past

The teacher divides the class into pairs or small groups with 3-4 students. She/He starts the activity by engaging students in a brief discussion about time travel. She/He asks them to imagine they could travel to any time in the past. She/He provides visual aids (e.g., photos of the Conquest of Istanbul, the French Revolution, the moon landing, or medieval feasts) to help them better visualise the scenes. This can stimulate their imagination and make it easier for them to describe what they were seeing, hearing, and feeling. Then she/he gives pairs or small groups the following time travel prompts and asks them to choose a time travel location among the printed handouts. Possible time travel locations are as follows: "The year 1453-the conquest of Istanbul, The year 1969-watching the first moon landing, a medieval castle-experiencing a royal feast and celebration, a music concert in the 1970s-attending a live concert". Students imagine that they are observing the events as they happen and write about what they were seeing, hearing, and experiencing at that moment. (e.g., "The people were cheering as the rocket launched"). She/He encourages them to use additional structures to connect actions that were happening simultaneously, for example: "While the rocket was launching, people were clapping and shouting". Once the students have written their diary entries, the teacher allows them to share their entries in small groups and asks them to give feedback by asking questions to learn about their classmates' experiences. The teacher highlights creative examples from the students' work and praises their engagement to the activity. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To practise actions on-going at a specific time in the past in English by using time travel scenarios.

Activity 1: Echoes of the Past

The teacher divides the class into pairs or small groups with 3-4 students. In this activity, students imagine they are time travellers who have just returned from a specific moment in history. Then she/he gives pairs or small groups the following time travel prompts and asks them to choose a time travel location among the printed handouts. Possible time travel locations are as follows: "The Conquest of Istanbul, the year 1969-watching the first moon landing, a medieval castle-experiencing a royal feast and celebration, a music concert in the 1970s-attending a live concert". The teacher provides a list of useful vocabulary related to each time travel scenario (e.g., for "Moon Landing", words like "rocket, astronaut, cheering, space) to help students describe the scene and visual aids (e.g., photos of the moon landing, or medieval feasts) to help them better visualize the scenes. This can stimulate their imagination and make it easier for them to describe what they were seeing, hearing, and feeling. She/He breaks down the task into smaller and asks them to first describe what they saw (e.g., "The people were cheering"), then move on to describe the sounds they heard or actions they witnessed. Once the students have written their entries, the teacher allows them to share their entries in small groups and asks them to give feedback by asking questions to learn about their classmates' experiences. The teacher highlights creative examples from the students' work. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 6: LIFE IN THE WORLD & CULTURE

Sub-themes: Capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world

This theme is centred on the concept of “life in the world and culture” and covers the sub-themes of “capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

FIELD SKILLS AND SUPPORTIVE SKILLS

FLFS1. Listening/Watching-Comprehension
 FLFS2. Reading-Comprehension
 FLFS3. Speaking-Expression
 FLFS4. Writing-Expression
 FLSS1. Gramming: Selection and Use
 FLSS2. Vocabulary: Selection and Use
 FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS

D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional

Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values

V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Visual Arts, Music, Physical Education and Sports, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 7 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.7.6.L1. Students can prepare and get ready for listening (to)/watching about the current content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.7.6.L2. Students can bring together the information in the current content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”.

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.7.6.L3. Students can make sense of and derive meaning from the current content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.7.6.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.7.6.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.7.6.R1. Students can prepare for reading the content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.7.6.R2. Students can bring information together about the current content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.7.6.R3. Students can make sense of and derive meaning from the current content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.7.6.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.7.6.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning the find key components of the theme.*

- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.7.6.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*

- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.7.6.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.7.6.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.7.6.W3. Students can construct new written content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.7.6.W4. Students can practise producing written content based on the current theme “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*

- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.7.6.W5. Students can engage in the process of writing related to the content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.7.6.W6. Students can reconstruct their writing about the current theme on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.7.6.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.7.6.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.7.6.S2. Students can analyse and understand the model content related to “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.7.6.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*

- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.7.6.S4. Students can construct meaningful spoken content about “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.7.6.S5. Students can reconstruct the information about “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.7.6.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in the world and culture with capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*

- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

LIFE IN THE WORLD & CULTURE

Sub-themes: Capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for capitals, landmarks, famous places and activities in capitals:

Nouns: A crowd, an attraction, a palace, a square, a bridge, a castle, a tower, a site, a hall, a coast, an adventure.

Verbs: To tour, to pack, to cycle, to experience.

Adjectives: Wide, wooden, bright, light, historic, active, ancient, hidden.

Adverbs: Clearly, locally.

Phrases: To take a tour, to attend an event, to take a photograph.

Adverbs: Abroad, especially, aggressively.

Vocabulary for sports events in different parts of the world:

Nouns: A tournament, an event, a runner, a run, running, a score, a seat, a medal, a track, a field, a pain, a movement, weight.

Verbs: To compete, to score, to attack, to support, to touch, to cheer.

Adjectives: First, second, third, exciting, global, international, likely.

Adverbs: Either.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-The Present Perfect Tense with "for": (People have celebrated cultural festivals for centuries).

-Question tags for The Present Perfect Tense: (They have preserved their heritage through traditional dances, haven't they?)

Functions of the Grammatical Structures in Use:

-Use of The Present Perfect Tense with "for": Expressing actions or states that began in the past and have continued up to the present for a specific duration.

-Use of question tags for The Present Perfect Tense: Confirming information, encouraging agreement, or seeking reassurance about actions or experiences that started in the past and continue into the present.

Target Social Language in Use:

Some souvenir shops are tourist traps in this city!

The stadium is packed, everyone here is football mad!

We're taking in the sights of İstanbul this weekend!

Target Phonological Sounds in Use:

l, m, n, (ng), o, p

Vowel: o: (/əʊ/, /o/, /əʊ/)

Consonants: l: (/ɛl/ /l/); m (/ɛm/, /m/); n: (/ɛn/, /n/); p: (/pi:/ /p/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme “life in the world and culture” and its components such as “capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower secondary school student will know what “life in the world and culture” and its components such as “capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts

Capitals, landmarks, famous places; capitals, landmarks, famous places, and activities in capitals; sports events, sport events in different parts of the world.

INDICATORS FOR LEARNING (Assessment and Evaluation)**EVALUATION FOR THE SKILLS AND THE CONTENT:**

PERFORMANCE ASSIGNMENT: Students will prepare a puzzle or crossword about capitals, landmarks, famous places, and sports events in different parts of the world. First, they will choose target vocabulary about the given topics. Then they will create a puzzle or crossword. They may use Web 2.0 tools. The puzzles or crosswords may include visuals, photos or drawings. Finally, they will bring their crosswords or puzzles to the classroom and solve them in groups. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES**Basic Acceptations: Preparedness/ Readiness**

This theme is based on the students’ knowledge of “life in the world and culture” and its components such as “capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world”. As they are lower secondary school students in year 7 (seven), they can know what “life in the world and culture” and its components such as “capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case, English.

As they are students in year 7 of lower secondary school, they can know some basic vocabulary about “life in the world and culture” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in the world and culture” and its components such as “capitals, landmarks, famous

places, and activities in capitals; sports events in different parts of the world". Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of "life in the world and culture". Therefore, a dialogue game can be played to revise all vocabulary and grammatical items from the themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices).

Establishing Links

Students are asked to recall the concept of "life in the world and culture" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme "life in the world and culture" in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/ singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic "life in the world and culture" and the sub-themes of "capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world", allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme "life in the world and culture" is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their grammar, vocabulary and phonological selection and use skills.

ENG7.6.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about the content to prepare themselves to work on guessing the topic of the current theme **(V4.5, V5.1, V14.3, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG7.6. L2

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V4.5, V5.1, V14.3, LS1, LS4, LS5, CS2.2)**. They can realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG7.6.L3

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s) **(D3.2, V3.4)**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically. **(D3.1, V4.5, V5.1, V14.3, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of

words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V4.5, V5.1, V14.3, LS5)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the sub-themes of “capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/ drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme “life in the world and culture” are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5)**.

ENG7.6.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about and that their guesses were correct **(D3.4, V3.3, LS1, LS2, LS4, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS.2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG7.6.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements **(LS1, LS2, LS4)**. She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context **(D3.2, D3.6, V3.4)**.

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme “life in the world and culture”. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some Web 2.0 programmes or some other AI-based technologies **(D3.2, V3.4, LS1, LS2)**. To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording **(D3.2, D3.7, D2.3)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies **(D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4)**. Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum **(D3.2, D3.6, D3.7)**.

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home **(D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5)**. They bring their recording (s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings **(D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5)**. If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens **(D2.3, D2.4, SELS2.2)**. During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion **(D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1)**. The teacher can get help from AI-based technologies for these activities if available. Students’ performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS1.2, V3.3, V6.2, V10.3, LS1, LS2)**.

ENG7.6.V1

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme “life in the world and culture”, the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/white board/blackboard in relation to the main components of the theme “life in the world and culture” **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about the content, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first

part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then she/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, S2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story **(LS2, LS4)**. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know **(D3.6, LS5, CS2.7, CS3.1)**. As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the related theme and they answer them after talking about them in pairs **(D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1)**. In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2 Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues **(D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8)**. So, they revise and practise the meanings of the target (key) vocabulary of the theme “life in the world and culture”. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the

form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 **(D2.5, SELS2.1, V3.4, V4.2, V4.4)**. They can be done with real pictures on the white/blackboard if there is a problem with technology (LS4). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme **(D2.3, SELS1.2)**. Then students say several things about the items in the picture **(D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20)**. The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her **(D3.9, D3.10, SELS2.2, V3.4, CS3.3)**. When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation **(D3.6, D3.7, CS2.5)**. The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions **(D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20)**. Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V6.1, V9.2, V10.3)**.

ENG7.6.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising-discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme "life in the world and culture" **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (LS2). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure (s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher

hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.6.R1

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme “life in the world and culture” from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way **(V3.2, LS1, CS3.3)**. Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text **(D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2)**.

ENG7.6.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson **(SELS1.2, V3.4, LS1, CS2.8)**. Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher **(V3.3, LS4, LS7, CS2.4, CS2.6)**. They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard related to the sub-themes of “capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” **(D3.6, V4.5, V5.1, V14.3, LS2, LS5, CS2.7)**. Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks **(V3.4, LS7, CS2.8)**. The teacher could use different versions of the scanning activities as described in the “listening/watching- comprehension” section above. In this way, they can understand the text in general better with the help of scanning **(CS2.16.1)**. They share the components with the whole class **(SELS2.1)** and then they discuss the accuracy of the results as a whole class **(D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8)**.

ENG7.6.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier **(D3.2, SELS2.2, V4.1)**. During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) **(CS2.6)**. They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities **(V3.3, V6.2, LS1, CS2.4, CS2.6)**. They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme “life in the world and culture” in terms of the sub-themes of “capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” mean from different perspectives to build their own understandings **(D3.6, D3.8, SELS3.1, CS2.13)**. The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process **(SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20)**. After this stage, they work on activities to connect their knowledge and skills they have acquired about the current content with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme **(D3.5, SELS3.2, V3.4, V4.5, V5.1, V14.3, LS1, LS5, LS6, CS2.13, CS2.14)**. In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading **(SELS3.3, V7.2, CS2.20)**.

ENG7.6.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process **(SELS1.3)**. They talk about them individually and then share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

ENG7.6.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about the current content to make a link between what they know and what they are going to

write about **(D3.2, SELS1.1, CS2.12)**. This includes examining all the audio/visual sources and elements provided for understanding the writing task **(V3.2, LS1, CS2.2)**.

ENG7.6.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given **(CS2.2)**. These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme “life in the world and culture”. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/ or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully **(V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1)**.

ENG7.6.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own. They participate in several writing activities individually, in pairs, in groups and as a whole class **(D2.3, SELS2.2, V4.1)**. Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others **(SELS2.1, LS1, CS2.13)**.

ENG7.6.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic **(D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20)**. They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects **(D1.4, SELS2.2, V3.4, V4.1, V4.2)**. Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others **(SELS3.2, SELS3.3, V4.5, V5.1, V14.3, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9)**.

ENG7.6.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14)**. A. All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students **(D3.1, SELS1.2, V12.3, LS1, CS3.1)**.

ENG7.6.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the sub-themes of “capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” through their writing tasks **(V1.2, V3.4, V14.1, V14.3, CS3.3)**. They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing **(D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20)**. All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.6.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process **(SELS1.3)** and students talk about them individually and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme. **(V3.4, V4.5, LS1, LS5)**.

ENG7.6.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it **(SELS1.1, CS2.12)**. Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts **(SELS3.2)**. Then they can expand their language use and practice in each section by increasing the amount of speaking they do **(D1.3, V3.4, LS1, CS2.13)**.

ENG7.6.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given **(CS2.2)**. These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully **(V3.3, V4.5, V5.1, V14.3, LS1, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks **(D3.6, SELS1.2, V3.2, V3.4, LS5)**.

ENG7.6.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme “life in the world and culture” in fun, enjoyable, varied, and versatile activities **(SELS3.2, V7.2, LS9)**. These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class **(D3.2, SELS2.2, V4.2, CS2.20)**.

ENG7.6.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation **(SELS3.3, V3.4, CS2.20)**. These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme “life in the world and culture” as in others **(D3.6, SELS2.1, CS2.13)**.

ENG7.6.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme “life in the world and culture” on the sub-themes of “capitals, landmarks, famous places, and activities in capitals; sports events in different parts of the world” **(V4.5, LS5, CS2.13, CS2.14)**. Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme **(SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9)**. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme **(SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings **(D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2)**. All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.6.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning **(SELS1.3)** or on their collaborative learning in pairs, groups or as a whole class collaboratively **(D2.3, SELS2.2, CS2.15)**. The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement **(SELS1.2, SELS2.1)** and also they contribute to the improvement of their peers in their learning processes **(V4.1, V4.3, V12.1, V12.3, LS1)**.

DIFFERENTIATION

Expansion

Objective: To practise talking about adventures by considering actions beginning in the past and having continued up to the present for specific duration in English through engaging students in a series of adventurous scenarios.

Activity 1: The Amazing Adventure

The teacher divides the class into pairs or small groups to share their experiences and explore what they have or haven't done in the context of a series of adventurous scenarios. The teacher presents a simple "adventure map" with different locations and activities. She/He draws it on the board or hands out a printed version. Each location represents an activity or experience that students can talk about using the target language. Examples of adventure map locations and activities: The Jungle, The Desert, The Mountain, The Beach, The Space Station, or The City. Each group chooses one location from the adventure map and works together to share their experiences. Example questions: "What have you seen in the jungle?", "What have you eaten in the jungle?" or "What have you done in the jungle?" They take turns asking and answering questions about what they have or haven't done at that location. After completing the conversation in groups, each group presents their answers to the class. The storyteller in each group shares what their group has discovered about the adventure location. To conclude the activity, she/he asks the students to share one thing they have never done but would like to try in the future. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To practise actions beginning in the past and having continued up to the present for specific duration in English by engaging students in a series of adventurous scenarios.

Activity 1: The Amazing Adventure

The teacher divides the class into pairs or small groups to share their experiences and explore what they have or haven't done in the context of a series of adventurous scenarios. The teacher presents a simple "adventure map" with different locations and activities. She/He draws it on the board or hands out a printed version. Each location represents an activity or experience that students can talk about using the target language. Examples of adventure map locations and activities: The Jungle, The Desert, The Mountain, The Beach, The Space Station, or The City. Each group chooses one location from the adventure map and works together to share their experiences. The teacher provides pre-written questions ("Have you seen a tiger in the jungle?", "Have you eaten a strange fruit in the jungle?" or "Have you travelled to the jungle?") and sentence starters for students and uses pictures or flashcards of animals, places, or activities that relate to the locations to help students visualise the experience. She gives students sentence frames to make the conversation easier, such as: "I have been to ___", "I haven't done ___", "I've never been to ___". They take turns asking and answering questions about what they have or haven't done at that location. After completing the conversation in groups, each group presents their answers to the class. The storyteller in each group shares what their group has discovered about the adventure location. To conclude the activity, she/he asks the students to share one thing they have never done but would like to try in the future. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 7: LIFE IN NATURE

Sub-themes: Animals and natural resources in nature; protecting animals and nature

This theme is centred on the concept of “life in nature” and covers the sub-themes of “animals and natural resources in nature; protecting animals and nature”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

FIELD SKILLS AND SUPPORTIVE SKILLS	FLFS1. Listening/Watching-Comprehension
	FLFS2. Reading-Comprehension
	FLFS3. Speaking-Expression
	FLFS4. Writing-Expression
	FLSS1. Grammmaring: Selection and Use
	FLSS2. Vocabulary: Selection and Use
	FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

DISPOSITIONS	D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values

V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills

LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Visual Arts, Music, Physical Education and Sports, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 7 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.7.7.L1. Students can prepare and get ready for listening (to)/watching about the current content on “life in nature with animals and natural resources in nature; protecting animals and nature”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.7.7.L2. Students can bring together the information in the current content on “life in nature with animals and natural resources in nature; protecting animals and nature”.

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.7.7.L3. Students can make sense of and derive meaning from the current content on “life in nature with animals and natural resources in nature; protecting animals and nature”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.7.7.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in nature with animals and natural resources in nature; protecting animals and nature” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*

- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.7.7.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in nature with animals and natural resources in nature; protecting animals and nature” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.7.7.R1. Students can prepare for reading the content on “life in nature with animals and natural resources in nature; protecting animals and nature” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.7.7.R2. Students can bring information together about the current content on “life in nature with animals and natural resources in nature; protecting animals and nature” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*

- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.7.7.R3. Students can make sense of and derive meaning from the current content on “life in nature with animals and natural resources in nature; protecting animals and nature”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.7.7.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in nature with animals and natural resources in nature; protecting animals and nature” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.7.7.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in nature with animals and natural resources in nature; protecting animals and nature” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watching the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*

- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.7.7.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in nature with animals and natural resources in nature; protecting animals and nature”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.7.7.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in nature with animals and natural resources in nature; protecting animals and nature”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.7.7.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in nature with animals and natural resources in nature; protecting animals and nature”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.7.7.W3. Students can construct new written content on “life in nature with animals and natural resources in nature; protecting animals and nature” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.7.7.W4. Students can practise producing written content based on the current theme “life in nature with animals and natural resources in nature; protecting animals and nature”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriated to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriated ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.7.7.W5. Students can engage in the process of writing related to the content on “life in nature with animals and natural resources in nature; protecting animals and nature”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.7.7.W6. Students can reconstruct their writing about the current theme on “life in nature with animals and natural resources in nature; protecting animals and nature” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.7.7.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in nature with animals and natural resources in nature; protecting animals and nature” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.7.7.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in nature with animals and natural resources in nature; protecting animals and nature”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.7.7.S2. Students can analyse and understand the model content related to “life in nature with animals and natural resources in nature; protecting animals and nature” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.7.7.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in nature with animals and natural resources in nature; protecting animals and nature”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.7.7.S4. Students can construct meaningful spoken content about “life in nature with animals and natural resources in nature; protecting animals and nature” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.7.7.S5. Students can reconstruct the information about “life in nature with animals and natural resources in nature; protecting animals and nature” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.7.7.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in nature with animals and natural resources in nature; protecting animals and nature” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

LIFE IN NATURE

Sub-themes: Animals and natural resources in nature; protecting animals and nature

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for animals and natural resources in nature:

Nouns: A fly, a frog, an insect, a deer, a fox, an eagle, an owl, a lizard, a turtle, a dolphin, a shark, a whale, an octopus, a butterfly, a bee, an ant, a spider, a creature.

Natural resources in nature:

Nouns: Rain, soil, sand, grass, a bush, wildlife, oil, mineral, sunlight, wind.

Vocabulary for protecting animals and nature:

Nouns: Balance, environment, a resource, eco-system, pollination, a habitat, climate (change), pollution.

Verb: To save, to care, to feed, to plant, to volunteer, to destroy.

Adjective: Endangered, strategic, huge

Quantifier: Several.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-Zero Conditional: (If it rains, the plants in the forest grow faster).

-Comparatives of regular and irregular adjectives (less, good, bad, more): (This year's drought is worse for wildlife than last year's).

-Superlatives of regular and irregular adjectives: (The cheetah is the fastest land animal in nature).

Functions of the Grammatical Structures in Use:

-Use of Zero Conditional: Express general truths, scientific facts, or habits that occur when a condition is met.

-Use of comparatives of regular and irregular adjectives (less, good, bad, more): Comparing two things, highlighting differences.

-Use of superlatives of regular and irregular adjectives: Expressing the highest or lowest degree of a quality among three or more things.

Target Social Language in Use:

Take a leaf out of your brother's book-he always protects the nature!

Cut down on waste and use reusable bottles!

Make a change by planting more trees!

Target Phonological Sounds in Use:

q, r, s, t, u

Vowel: u: (/ju: /, /ʌ /, /ju: /)

Consonants: q: /kju: /, r: /ɑ: / (Br), /r / (AmE.); s: (/s /, /ɛs /, /z /); t: (/ti: /, /t /)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.)

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme “life in nature” and its components such as “animals and natural resources in nature; protecting animals and nature” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “life in nature” and its components such as “animals and natural resources in nature; protecting animals and nature” means but will not know how to say them in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Animals, natural resources, nature; animals, natural resources in nature, protecting animals protecting nature.

INDICATORS FOR LEARNING (Assessment and Evaluation)**EVALUATION FOR THE SKILLS AND THE CONTENT:**

PERFORMANCE ASSIGNMENT: Students will focus on a creative exploration of animals and natural resources in their surroundings. They will choose an animal or a natural resource (like water, trees, or minerals) and create a short story, poster, or video to highlight its importance in nature. Students are asked to explain how this animal or resource contributes to the environment and what challenges it faces. Additionally, they will brainstorm and present practical steps individuals can take to protect animals and preserve natural resources. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES**Basic Acceptations: Preparedness/ Readiness**

This theme is based on the students’ knowledge of “life in nature” and its components such as “animals and natural resources in nature; protecting animals and nature”. As they are lower secondary school students in year 7 (seven), they can know what “life in nature” and its components such as “animals and natural resources in nature; protecting animals and nature” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 7 of lower secondary school, they can know some basic vocabulary about “life in nature” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in nature” and its components such as “animals and natural resources in nature; protecting animals and nature”. Recalling and practising with relevant vocabulary and grammatical items

in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “life in nature”. Therefore, a dialogue game can be played to revise all vocabulary and grammatical items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students are asked to recall the concept of “life in nature” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “life in nature” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic “life in nature” and the sub-themes of “animals and natural resources in nature; protecting animals and nature”, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme “life in nature” is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their grammar, vocabulary and phonological selection and use skills.

ENG7.7.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about the content to prepare themselves to work on guessing the topic of the current theme **(V5.2, V9.3, V16.2, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG7.7.L2

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V5.2, V9.3, V16.2, LS1, LS4, LS5, LS8, CS2.2)**. They can realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG7.7.L3

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s) **(D3.2, V3.4)**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically. **(D3.1, V5.2, V9.3, V16.2, LS2, LS4, LS5, LS8)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of

words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V5.2, V9.3, V16.2, LS5)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the sub-themes of “animals and natural resources in nature; protecting animals and nature” further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/ drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme “life in nature” are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5)**.

ENG7.7.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about and that their guesses were correct **(D3.4, V3.3, LS1, LS2, LS4, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS.2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG7.7.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements **(LS1, LS2, LS4)**. She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context **(D3.2, D3.6, V3.4)**.

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme “life in nature”. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some Web 2.0 programmes or some other AI-based technologies **(D3.2, V3.4, LS1, LS2)**. To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording **(D3.2, D3.7, D2.3)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies **(D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4)**. Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum **(D3.2, D3.6, D3.7)**.

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home **(D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5)**. They bring their recording (s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings **(D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5)**. If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens **(D2.3, D2.4, SELS2.2)**. During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion **(D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1)**. The teacher can get help from AI-based technologies for these activities if available. Students’ performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS1.2, V3.3, V6.2, V10.3, LS1, LS2)**.

ENG7.7.V1

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme “life in nature”, the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/white board/blackboard in relation to the main components of the theme “life in nature” **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about the content, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first

part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then she/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/ paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, S2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story **(LS2, LS4)**. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know **(D3.6, LS5, CS2.7, CS3.1)**. As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the related theme and they answer them after talking about them in pairs **(D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1)**. In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2 Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues **(D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8)**. So, they revise and practise the meanings of the target (key) vocabulary of the theme “life in nature”. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue

where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 **(D2.5, SELS2.1, V3.4, V4.2, V4.4)**. They can be done with real pictures on the white/blackboard if there is a problem with technology **(LS4)**. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme **(D2.3, SELS1.2)**. Then students say several things about the items in the picture **(D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20)**. The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her **(D3.9, D3.10, SELS2.2, V3.4, CS3.3)**. When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation **(D3.6, D3.7, CS2.5)**. The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions **(D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20)**. Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V6.1, V9.2, V10.3)**.

ENG7.7.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising-discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme "life in nature" **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures **(LS2)**. While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure (s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3)**. Then the teacher hands out a piece of paper and asks the

students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context **(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13)**. They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.7.R1

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme “life in nature” from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way **(V3.2, LS1, CS3.3)**. Students are provided a new text (s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text **(D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2)**.

ENG7.7.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson **(SELS1.2, V3.4, LS1, CS2.8)**. Then they read the text very quickly (scanning) to check the main components and categories with

the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher **(V3.3, LS4, LS7, CS2.4, CS2.6)**. They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard related to the sub-themes of “animals and natural resources in nature; protecting animals and nature” **(D3.6, V5.2, V9.3, V16.2, LS2, LS5, LS8, CS2.7)**. Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks **(V3.4, LS7, CS2.8)**. The teacher could use different versions of the scanning activities as described in the “listening/watching- comprehension” section above. In this way, they can understand the text in general better with the help of scanning **(CS2.16.1)**. They share the components with the whole class **(SELS2.1)** and then they discuss the accuracy of the results as a whole class **(D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8)**.

ENG7.7.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier **(D3.2, SELS2.2, V4.1)**. During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) **(CS2.6)**. They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities **(V3.3, V6.2, LS1, CS2.4, CS2.6)**. They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme “life in nature” in terms of the sub-themes of “animals and natural resources in nature; protecting animals and nature” mean from different perspectives to build their own understandings **(D3.6, D3.8, SELS3.1, CS2.13)**. The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process **(SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20)**. After this stage, they work on activities to connect their knowledge and skills they have acquired about the current content with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme **(D3.5, SELS3.2, V3.4, V5.2, V9.3, V16.2, LS1, LS5, LS6, CS2.13, CS2.14)**. In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading **(SELS3.3, V7.2, CS2.20)**.

ENG7.7.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process **(SELS1.3)**. They talk about them individually and then share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

ENG7.7.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about the current content to make a link between what they know and what they are going to write about **(D3.2, SELS1.1, CS2.12)**. This includes examining all the audio/visual sources and elements provided for understanding the writing task **(V3.2, LS1, CS2.2)**.

ENG7.7.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given **(CS2.2)**. These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme “life in nature”. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/ or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully **(V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1)**.

ENG7.7.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own. They participate in several writing activities individually, in pairs, in groups and as a whole class **(D2.3, SELS2.2, V4.1)**. Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others **(SELS2.1, LS1, CS2.13)**.

ENG7.7.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic **(D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20)**. They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects **(D1.4, SELS2.2, V3.4, V4.1, V4.2)**. Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others **(SELS3.2, SELS3.3, V5.2, V9.3, V16.2, LS5, LS8, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9)**.

ENG7.7.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14)**. A. All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students **(D3.1, SELS1.2, V12.3, LS1, CS3.1)**.

ENG7.7.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the the sub-themes of “animals and natural resources in nature; protecting animals and nature” through their writing tasks **(V5.2, V9.3, V16.2, CS3.3)**. They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing **(D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20)**. All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.7.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process **(SELS1.3)** and students talk about them individually and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students’ learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme. **(V3.4, V4.5, LS1, LS5)**.

ENG7.7.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it **(SELS1.1, CS2.12)**. Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts **(SELS3.2)**. Then they can expand their language use and practice in each section by increasing the amount of speaking they do **(D1.3, V3.4, LS1, CS2.13)**.

ENG7.7.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given **(CS2.2)**. These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully **(V3.3, V5.2, V9.3, V16.2, LS1, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks **(D3.6, SELS1.2, V3.2, V3.4, LS5)**.

ENG7.7.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme “life in nature” in fun, enjoyable, varied, and versatile activities **(SELS3.2, V7.2, LS9)**. These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class **(D3.2, SELS2.2, V4.2, CS2.20)**.

ENG7.7.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation **(SELS3.3, V3.4, CS2.20)**. These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme “life in nature” as in others **(D3.6, SELS2.1, CS2.13)**.

ENG7.7.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme “life in nature” on the sub-themes of “animals and natural resources in nature; protecting animals and nature” **(V4.5, LS5, CS2.13, CS2.14)**. Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme **(SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9)**. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme **(SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings **(D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2)**. All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.7.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning **(SELS1.3)** or on their collaborative learning in pairs, groups or as a whole class collaboratively **(D2.3, SELS2.2, CS2.15)**. The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement **(SELS1.2, SELS2.1)** and also they contribute to the improvement of their peers in their learning processes **(V4.1, V4.3, V12.1, V12.3, LS1)**.

DIFFERENTIATION

Expansion

Objective: To engage in group work activities about nature in English to improve reading, writing and speaking skills by using the target vocabulary and the grammatical structures (Zero Conditional-Comparatives-Superlatives).

Activity 1: Let's Save The Wildlife

The teacher divides the class into groups and hands out a text about how the wildlife was in the past and asks the students to discuss and compare the past times to the present times in terms of environmental problems and the problems in the wildlife by reading the text. The students can make at least five comparisons (e.g., There are more endangered animals today than there was in the past., It rains less today.). Then they are asked to write a fact about how to protect wildlife (e.g., If we plant trees, it rains more.). The teacher invites the groups one after another and asks them to present their outcomes to their classmates. At the end of the session, the students complete the form given by the teacher to share their ideas and feelings about the activity (e.g., I really enjoyed this activity because _____, This was a bit hard activity because _____). The teacher provides constructive feedback on grammar, vocabulary and presentation skills. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To engage in group work activities about nature in English to improve reading, writing and speaking skills by using the target vocabulary and the language grammatical structures (Zero Conditional-Comparatives-Superlatives).

Activity 1: Let's Save The Wildlife

The teacher divides the class into groups and hands out a text about how the wildlife was in the past and asks the students to discuss and compare the past times to the present times in terms of environmental problems and the problems in the wildlife by reading the text. The students can make at least five comparisons by completing the sentences given by the teacher (e.g., There are _____(endangered) animals today than there was in the past., It rains _____(little)today.). Then they are asked to write a fact about how to protect wildlife by looking at the example supplied by the teacher (e.g., If we plant trees, it rains more.). The teacher invites the groups one after another and asks them to present their outcomes to their classmates. At the end of the session, the students choose the most appropriate choices in the form given by the teacher to share their ideas and feelings about the activity (e.g., I really enjoyed this activity because it made me feel like I can make a difference in helping the environment., This was a bit hard activity because I had difficulty creating a fact.). The teacher provides constructive feedback on grammar, vocabulary and presentation skills. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 8: LIFE IN THE UNIVERSE & FUTURE

Sub-themes: Space technology; life in the future with robots

This theme is centred on the concept of “life in the universe and future” and covers the sub-themes of “space technology; life in the future with robots”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

FIELD SKILLS AND SUPPORTIVE SKILLS	FLFS1. Listening/Watching-Comprehension
	FLFS2. Reading-Comprehension
	FLFS3. Speaking-Expression
	FLFS4. Writing-Expression
	FLSS1. Grammaring: Selection and Use
	FLSS2. Vocabulary: Selection and Use
	FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS –

DISPOSITIONS	D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional

Learning Skills	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values	V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Social Studies, Visual Arts, Music, Physical Education and Sports, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 7 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.7.8.L1. Students can prepare and get ready for listening (to)/watching about the current content on “life in the universe and future with space technology; life in the future with robots”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.7.8.L2. Students can bring together the information in the current content on “life in the universe and future with space technology; life in the future with robots”.

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.7.8.L3. Students can make sense of and derive meaning from the current content on “life in the universe and future with space technology; life in the future with robots”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.7.8.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the universe and future with space technology; life in the future with robots” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*

- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.7.8.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in the universe and future with space technology; life in the future with robots” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.7.8.R1. Students can prepare for reading the content on “life in the universe and future with space technology; life in the future with robots” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.7.8.R2. Students can bring information together about the current content on “life in the universe and future with space technology; life in the future with robots” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*

- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.7.8.R3. Students can make sense of and derive meaning from the current content on “life in the universe and future with space technology; life in the future with robots”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.7.8.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the universe and future with space technology; life in the future with robots” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.7.8.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the universe and future with space technology; life in the future with robots” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watching the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*

- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.7.8.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the universe and future with space technology; life in the future with robots”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identifies and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target ‘grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.7.8.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in the universe and future with space technology; life in the future with robots”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.7.8.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in the universe and future with space technology; life in the future with robots”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.7.8.W3. Students can construct new written content on “life in the universe and future with space technology; life in the future with robots” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.7.8.W4. Students can practise producing written content based on the current theme “life in the universe and future with space technology; life in the future with robots”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriated to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriated ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.7.8.W5. Students can engage in the process of writing related to the content on “life in the universe and future with space technology; life in the future with robots”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.7.8.W6. Students can reconstruct their writing about the current theme on “life in the universe and future with space technology; life in the future with robots” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.7.8.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in the universe and future with space technology; life in the future with robots” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.7.8.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the universe and future with space technology; life in the future with robots”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.7.8.S2. Students can analyse and understand the model content related to “life in the universe and future with space technology; life in the future with robots” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.7.8.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in the universe and future with space technology; life in the future with robots”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.7.8.S4. Students can construct meaningful spoken content about “life in the universe and future with space technology; life in the future with robots” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.7.8.S5. Students can reconstruct the information about “life in the universe and future with space technology; life in the future with robots” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.7.8.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in the universe and future with space technology; life in the future with robots” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

LIFE IN THE UNIVERSE & FUTURE

Sub-themes: Space technology; life in the future with robots

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for space technology:

Nouns: An app, a discovery, an equipment, an experiment, a programme, a secret, a planet, a vehicle, the universe, a spaceship, a function, a research.

Verb: To discover, to produce, to research.

Adjective: Future (tech), accurate.

Adverbs: beyond, gradually.

Prepositions: Towards.

Vocabulary for life in the future with robots:

Nouns: Industry, a researcher, a machine, a scientist, a trick, workforce, a solution, an earthquake, a survivor.

Verb: To achieve, to appear, to lead, to progress, to locate.

Adjective: Smart, scientific, advanced, experienced, intelligent.

Adverb: Instead, likely.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

- "Be Going to Future Tense": (Scientists are going to work on how machines can progress in space programs).

- The Simple Future Tense: (A smart vehicle will appear in the market to assist astronauts).

- Question tags for the future with "be going to" and "will": (The researchers are going to produce new equipment for exploring distant planets, aren't they?)

Functions of the Grammatical Structures in Use:

- Use of "Be Going to Future Tense": Expressing future plans, intentions, or something that is likely to happen based on present evidence.

- Use of the Simple Future Tense: Expressing predictions about what might happen in the future or decisions made at the moment of speech.

- Use of question tags for the future with "be going to" and "will": Confirming information, encouraging agreement, or seeking reassurance about future actions, plans, intentions and predictions.

Target Social Language in Use:

We can change the world with technology!

The Earth is our blue planet!

Recycling is a step in the right direction!

Target Phonological Sounds in Use:

V, W, X, Y, Z

Consonants: v: (/vi:/); w: (/dʌbəlju:/, /w/); x: (/ɛks/, /ks/, /gz/); y: (/waɪ/, /j/, /ɪ/, /i:/); z: (/zed/ (Br), /zi:/ (AmE.), /z/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme “life in the universe and future” and its components such as “space technology; life in the future with robots” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower secondary school student will know what “life in the universe and future” and its components such as “space technology; life in the future with robots” means but will not know how to say them in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Space, technology, space technology, life, future, robots, life in the future, life in the future with robots.

INDICATORS FOR LEARNING (Assessment and Evaluation)**EVALUATION FOR THE SKILLS AND THE CONTENT:**

PERFORMANCE ASSIGNMENT: Students will write a short science fiction story imagining life in the future where robots and advanced space technology play a central role. They will describe a day in the life of a character who lives in a futuristic city or space station, highlighting how robots assist in daily tasks and how space technology influences their lifestyle. Students will include dialogues and creative details about the setting, such as futuristic transportation, communication devices, or space exploration activities. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES**Basic Acceptations: Preparedness/ Readiness**

This theme is based on the students’ knowledge of “life in the universe and future” and its components such as “space technology; life in the future with robots”. As they are lower secondary school students in year 7 (seven), they can know what “life in the universe and future” and its components such as “space technology; life in the future with robots” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 7 of lower secondary school, they can know some basic vocabulary about “life in universe and future” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in the universe and future” and its components such as “space technology; life in the future with robots”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “life in the universe and future”. Therefore, a dialogue game can be played to revise

all vocabulary and grammatical items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices).

Establishing Links

Students are asked to recall the concept of “life in the universe and future” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “life in the universe and future” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/ singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic “life in the universe and future” and the sub-themes of “space technology; life in the future with robots”, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme “life in the universe and future” is characterised by a balanced integration of all the skills, where students engage with input (listening/ watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their grammar, vocabulary and phonological selection and use skills.

ENG7.8.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about the content to prepare themselves to work on guessing the topic of the current theme **(V1.2, V3.4, V11.1, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG7.8. L2

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V3.3, V11.1, LS1, LS4, LS5, CS2.2)**. They can realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG7.8.L3

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s) **(D3.2, V3.4)**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically **(D3.1, V3.3, V11.1, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of

words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V3.3, V11.1, LS5)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the sub-themes of “space technology; life in the future with robots” further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/ pin/ drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme “life in the universe and future” are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG7.8.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about and that their guesses were correct **(D3.4, V3.3, LS1, LS2, LS4, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS.2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG7.8.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements **(LS1, LS2, LS4)**. She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context **(D3.2, D3.6, V3.4)**.

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme “life in the universe and future”. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some Web 2.0 programmes or some other AI-based technologies **(D3.2, V3.4, LS1, LS2)**. To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording **(D3.2, D3.7, D2.3)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies **(D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4)**. Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum **(D3.2, D3.6, D3.7)**.

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home **(D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5)**. They bring their recording (s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings **(D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5)**. If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens **(D2.3, D2.4, SELS2.2)**. During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion **(D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1)**. The teacher can get help from AI-based technologies for these activities if available. Students’ performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS1.2, V3.3, V6.2, V10.3, LS1, LS2)**.

ENG7.8.V1

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme “life in the universe and future”, the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/white board/blackboard in relation to the main components of the theme “life in the universe and future” **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about the content, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first

part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then she/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/ paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, S2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story **(LS2, LS4)**. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know **(D3.6, LS5, CS2.7, CS3.1)**. As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the related theme and they answer them after talking about them in pairs **(D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1)**. In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2 Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues **(D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8)**. So, they revise and practise the meanings of the target (key) vocabulary of the theme “life in the universe and future”. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted

in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 **(D2.5, SELS2.1, V3.4, V4.2, V4.4)**. They can be done with real pictures on the white/blackboard if there is a problem with technology. **(LS4)** These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme **(D2.3, SELS1.2)**. Then students say several things about the items in the picture **(D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20)**. The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her **(D3.9, D3.10, SELS2.2, V3.4, CS3.3)**. When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation **(D3.6, D3.7, CS2.5)**. The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions **(D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20)**. Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V6.1, V9.2, V10.3)**.

ENG7.8.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE):

Consciousness raising- discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme "life in the universe and future" **(D3.2, LS7)**. The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (LS2). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully **(D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2)**. Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure (s) in the theme to those written by her/him on the smart board/blackboard/whiteboard **(SELS2.2, V3.4, CS2.7)**. The students look at the written version of the story and find similar sentences to those given by the teacher as examples **(D3.2, D3.6, CS2.4, CS2.7)**. The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way **(D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3)**. Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities **(D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7)**. The teacher asks the pairs to say what they have found **(D2.3, CS2.10)**. As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them **(D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1,**

CS3.3). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules **(D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1)**. The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs **(D3.1, SELS2.2, V4.2)**. Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt **(D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15)**. This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns **(D2.2, D2.3, V3.3, V3.4, CS2.13)**. These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily **(D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3)**. She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups **(SELS2.2)**. She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context

(D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content **(D3.5, SELS2.2, V3.4)**. When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class **(D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15)**. They also give feedback to each other **(D2.1, D2.4, V4.2, V10.3, SELS2.2)**. This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.8.R1

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme “life in the universe and future” from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way **(V3.2, LS1, CS3.3)**. Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text **(D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2)**.

ENG7.8.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard related to the sub-themes of “space technology; life in the future with robots” (**D3.6, V3.3, V11.1, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the “listening/watching-comprehension” section above. In this way, they can understand the text in general better with the help of scanning (CS2.16.1). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG7.8.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme “life in the universe and future” in terms of the sub-themes of “space technology; life in the future with robots” mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about the current content with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.3, V3.4, V11.1, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG7.8.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG7.8.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about the current content to make a link between what they know and what they are going to

write about **(D3.2, SELS1.1, CS2.12)**. This includes examining all the audio/visual sources and elements provided for understanding the writing task **(V3.2, LS1, CS2.2)**.

ENG7.8.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given **(CS2.2)**. These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme “life in the universe and future”. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/ or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully **(V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1)**.

ENG7.8.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (V16.1). They participate in several writing activities individually, in pairs, in groups and as a whole class **(D2.3, SELS2.2, V4.1)**. Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others **(SELS2.1, LS1, CS2.13)**.

ENG7.8.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic **(D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20)**. They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects **(D1.4, SELS2.2, V3.4, V4.1, V4.2)**. Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others **(SELS3.2, SELS3.3, V3.3, V11.1, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9)**.

ENG7.8.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14)**. A. All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students **(D3.1, SELS1.2, V12.3, LS1, CS3.1)**.

ENG7.8.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the sub-themes of “space technology; life in the future with robots” through their writing tasks (V3.3, V11.1, CS3.3). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.8.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students’ learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme. (**V3.4, V4.5, LS1, LS5**).

ENG7.8.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG7.8.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V11.1, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG7.8.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme “life in the universe and future” in fun, enjoyable, varied, and versatile activities **(SELS3.2, V7.2, LS9)**. These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class **(D3.2, SELS2.2, V4.2, CS2.20)**.

ENG7.8.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation **(SELS3.3, V3.4, CS2.20)**. These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme “life in the universe and future” as in others **(D3.6, SELS2.1, CS2.13)**.

ENG7.8.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme “life in the universe and future” on the sub-themes of “space technology; life in the future with robots” **(V4.5, LS5, CS2.13, CS2.14)**. Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme **(SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9)**. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme **(SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings **(D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2)**. All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG7.8.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning **(SELS1.3)** or on their collaborative learning in pairs, groups or as a whole class collaboratively **(D2.3, SELS2.2, CS2.15)**. The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement **(SELS1.2, SELS2.1)** and also they contribute to the improvement of their peers in their learning processes **(V4.1, V4.3, V12.1, V12.3, LS1)**.

DIFFERENTIATION

Expansion

Objective: To engage in conversations about the space and the future, and to foster the students' creativity and presentation skills in English by using the target vocabulary and the target grammatical items (Will - Simple Future).

Activity 1: Come and meet my Robot!

The teacher sets up 4 stations (eg. Station 1- Home Robots, Station 2- School Robots, Station 3- Robots in Space) around the classroom, each with a different focus about robots in the future and placing a large sheet of paper and markers at each station. Then she/he asks each station to draw a robot, name it and write how it will contribute to us according to their station topic. Each station is supposed to write at least two things. Then the students will rotate in groups to each station and get information about the robots and contribute ideas if they like. The teacher provides constructive feedback and highlights creative ideas. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To engage in conversations about the space and the future, and to foster the students' creativity and presentation skills in English by using the target vocabulary and the grammatical items (Will - Simple Future).

Activity 1: Come and meet my Robot!

The teacher sets up 4 stations (eg. Station 1- Home Robots, Station 2- School Robots, Station 3- Robots in Space) around the classroom, each with a different focus about robots in the future and places a large sheet of paper, markers and slips of paper giving some contribution ideas (e.g., help students learn new subjects, clean the house every day, build homes on Mars) at each station. Then she/he asks each station to draw a robot, name it and write how it will contribute to us according to their station topic. Each station is supposed to write at least two things. Then the students will rotate in groups to each station and get information about the robots and contribute ideas if they like. The teacher provides constructive feedback and highlights creative ideas. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



YEAR 8 (LEVEL: A2.4)

THEME 1: SCHOOL LIFE & EDUCATION

Sub-themes: School events and celebrations (sports, music, drama); developing the environment; national days and celebrations

This theme is centred on the concept of “school life and education” and covers the sub-themes of “school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

FIELD SKILLS AND SUPPORTIVE SKILLS

FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammatical: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS

DISPOSITIONS

D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values

V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS

Turkish, Maths, Atatürk's Principles and History of Revolution, Physical Education and Sports, Visual Arts, Music, Counselling and Career Planning, Technology and Design

INTERSKILLS

CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 8 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTSé

ENG.8.1.L1. Students can prepare and get ready for listening (to)/watching about the current content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.8.1.L2. Students can bring together the information in the current content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”.

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.8.1.L3. Students can make sense of and derive meaning from the current content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.8.1.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.8.1.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.8.1.R1. Students can prepare for reading the content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*

- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.8.1.R2. Students can bring information together about the current content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” through skimming, scanning, and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.8.1.R3. Students can make sense of and derive meaning from the current content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.8.1.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.8.1.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*

- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.8.1.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*

- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.8.1.W1. Students can prepare for writing efficiently and accurately based on the current content about “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.8.1.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.8.1.W3. Students can construct new written content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.8.1.W4. Students can practise producing written content based on the current theme “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*

- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.8.1.W5. Students can engage in the process of writing related to the content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.8.1.W6. Students can reconstruct their writing about the current theme on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.8.1.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.8.1.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.8.1.S2. Students can analyse and understand the model content related to “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.8.1.S3. Students can produce meaningful and accurate spoken content related to the current theme on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.8.1.S4. Students can construct meaningful spoken content about “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.8.1.S5. Students can reconstruct the information about “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.8.1.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

SCHOOL LIFE & EDUCATION

Sub-themes: school events and celebrations (sports, music, drama); developing the environment; “national days and celebrations”

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for school events and celebrations (sports, music, drama):

Nouns: A goal, an instructor, a musician, a script, a performance, a costume, a curtain, an event, a stage.

Verbs: To perform, to drop, to hit, to throw (a ball), to catch (a ball), to arrange, to set (the stage), to participate, to decorate, to announce, to achieve.

Adjectives: Able, classical, extreme, musical, deep, fit, competitive, determined, talented, entertaining, powerful.

Adverbs: Actually.

Vocabulary for developing the environment:

Nouns: The environment, respect, responsibility, safety, communication, friendship, achievement, a volunteer, percent.

Verbs: To care, to collect, to develop, to expect, to plant, to behave, to encourage, to participate, to respect, to care (for), to protect.

Adjectives: Responsible.

Adverbs: Responsibly.

***National and Religious Days, Festivals, and Celebrations:** “29 October Republic Day”, “23 April National Sovereignty and Children’s Day”, “19 May Commemoration of Atatürk, Youth and Sports Day”, “15 July Democracy and National Unity Day”, “30 August Victory Day”, “Eid al-Fitr (Eid-al-Ramadan)”, “Festival of Sacrifice (Eid-al-Adha)”.

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social, and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners’ social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-The Simple Present Tense versus Present Progressive Tense: (The instructor announces the names of the performers every year during the festival. The students are decorating the hall for the upcoming drama performance).

-Obligation with must: (You must respect the environment and plant trees to keep the area clean).

-Prohibition with mustn’t: (Students mustn’t drop litter during school celebrations).

-“Must” vs have to: (I must eat something. I have to pass an English test).

-“Can” to ask for permission: (Can I leave now?)

-“Can” for possibility: (Volunteers can plant trees to protect the environment.)

-Question tags for modals: (You must care for the environment, mustn’t you? We can arrange the performance for next week, can’t we?)

Functions of the Grammatical Structures in Use:

-Use of the Simple Present Tense vs Present Progressive Tense: Distinguishing regular actions, habits, general truths, permanent situations, and actions happening at the moment of speaking, and temporary activities.

-Use of “must” (obligation): Expressing necessity or duty.

- Use of “mustn’t” (prohibition): Expressing prohibition or restrictions.
- Use of “must” vs “have to”: Expressing strong internal obligation and expressing external obligation.
- Use of “can” (permission): Requesting permission.
- Use of “can” (possibility): Expressing ability or possibility.

Target Social Language in Use:

Our new project will be world class!

Think outside the box to come up with a creative idea!

It’s hard to keep my head above the water with all these exams!

Target Phonological Sounds in Use:

Intonation of positive statements

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “school life and education” and its components such as “school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “school life and education” and its components such as “school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

School events, celebrations (sports, music, drama), school events and celebrations, the environment, developing the environment, national days, celebrations, national days and celebrations.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will work in teams to plan and write the proposal for a new event or celebration for their school that combines creativity and environmental awareness. They can choose from categories such as sports, music, or drama and integrate a theme focused on developing the school environment. For example, they might propose a “Green Drama Festival” where performances centre around environmental protection or a “Sustainable Sports Day” with eco-friendly practices like recycling stations and tree planting. Students will prepare a presentation outlining their event’s purpose, schedule, and expected outcomes, emphasising how it fosters school spirit and contributes to a better environment. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students’ knowledge of “school life and education” and its components such as “school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”. As they are lower secondary school students in year 8 (eight), they can know what “school life and education” and its components such as “school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 8 of lower secondary school, they can know some basic vocabulary about “school life and education” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “school life and education” and its components such as “school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “school life and education”. Their knowledge of the days of the week and holidays will help them learn and practise important national holidays such as “the Republic Day of Türkiye”. Therefore, a dialogue game can be played to revise all vocabulary and grammatical items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices).

Establishing Links

Students are asked to recall the concept of “school life and education” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “school life and education” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/ singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic “school life and education” and the sub-themes of “school events and celebrations (sports, music, drama); developing the environment; national days and celebrations”, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme “school life and education” is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their grammar, vocabulary and phonological selection and use skills.

ENG8.1.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept of “school life and education”, where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) (**D3.2, V3.4, LS1, LS2, LS4**). They remember what they already know about “school life and education” to prepare themselves to work on guessing the topic of the current theme “school life and education with school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” (**V7.2, V13.2, V14.3, V19.1, LS1, LS5**). They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session (**D3.8, V3.3, LS1, LS4**).

ENG8.1. L2

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content to identify the topic of the content and to answer the question “What is the whole content about?” (**D3.6, V7.2, V13.2, V14.3, V19.1, LS1, LS4, LS5, CS2.2**). They can realise that there might be different elements related to this concept (**D2.1, V4.5**). The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story (**D3.8, V4.5, LS1, LS4, LS5, CS2.11**). The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title (**D3.4, LS2, CS2.12, CS2.16.2**). She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later (**D1.4, V12.2**). At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools (**D2.5, D3.3, LS2, LS4, CS2.12**).

ENG8.1. L3

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later

stages of the lesson(s) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically **(D3.1, V7.2, V13.2, V14.3, V19.1, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING:

Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/ blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V7.2, V13.2, V14.3, V19.1, LS5)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the sub-themes of “school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/ drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme “school life and education” are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG8.1.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme,

the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about and that their guesses were correct **(D3.4, V3.3, LS1, LS2, LS4, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS.2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG8.1.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements **(LS1, LS2, LS4)**. She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context **(D3.2, D3.6, V3.4)**.

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme “school life and education”. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some Web 2.0 programmes or some other AI-based technologies **(D3.2, V3.4, LS1, LS2)**. To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording **(D3.2, D3.7, D2.3)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies **(D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4)**. Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum **(D3.2, D3.6, D3.7)**.

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home **(D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5)**. They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings **(D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5)**. If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens **(D2.3, D2.4, SELS2.2)**.

During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion **(D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1)**. The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS1.2, V3.3, V6.2, V10.3, LS1, LS2)**.

ENG8.1. V1

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme "school life and education", the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/white board/blackboard in relation to the main components of the theme "school life and education" **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about the content, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8,**

V3.3, V6.2, LS1, LS4). When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below (**D3.2, D3.6, V1.2, V3.4, LS2, LS4**).

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances (**D3.2, D3.6, SELS3.1, V3.4, LS1, LS4**). She/He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then she/he asks them whether they understand the meaning of the part/paragraph (**D3.8, SELS3.1**). She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/phrase/sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/ paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/ “the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, S2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the related theme and they answer

them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2 Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme “school life and education”. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology (**LS4**). These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG8.1. G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising-discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme “school life and education” (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6,**

LS7, CS2.2, CS2.6, CS3.2). Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.1.R1

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme "school life and education" from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend

and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG8.1.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard related to the sub-themes of “school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” (**D3.6, V7.2, V13.2, V14.3, V19.1, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the “listening/watching- comprehension” section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG8.1.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme “school life and education” in terms of the sub-themes of “school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about the current content with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V7.2, V13.2, V14.3, V19.1, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG8.1.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG8.1.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about the current content to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG8.1.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme “school life and education”. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/ or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG8.1.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG8.1.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V7.2, V13.2, V14.3, V19.1, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG8.1.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher’s and also peers’ feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in

fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG8.1.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the sub-themes of "school events and celebrations (sports, music, drama); developing the environment; national days and celebrations" through their writing tasks (**V7.2, V13.2, V14.3, V19.1, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.1.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG8.1.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG8.1.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V7.2, V13.2, V14.3, V19.1, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they

have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG8.1.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme “school life and education” in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG8.1.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme “school life and education” as in others (**D3.6, SELS2.1, CS2.13**).

ENG8.1.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme “school life and education” on the sub-themes of “school events and celebrations (sports, music, drama); developing the environment; national days and celebrations” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.1.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about sports, music or drama competitions, events or celebrations in English by using the target vocabulary and grammar.

Activity 1: Role-play

The class is divided into pairs or small groups of 3-4 students, and each student is assigned a role, such as an event organiser, a participant, a referee, an attendee or a spectator. The students work collaboratively in their pairs or groups to develop a scenario based on a sports, music or drama event. As an additional task, students may create slogans or design brochures to promote their event. Each pair/group takes turns presenting their scenario through a role-play in front of the class. The rest of the class is given an evaluation form with performance categories such as "effective use of target vocabulary", "effective use of grammar", "great questioning skills", "amazing explanation", etc. Students use the form to evaluate each performance, giving constructive feedback and noting at least one positive highlight for each group. Completed evaluation forms can be exhibited on the class board for each student to check during the break. The teacher provides constructive feedback on students' performances in terms of accurate and adequate use of target vocabulary and grammar and their presentation. Students write down one thing they did well and one thing they want to improve for next time. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about sports, music or drama competitions, events or celebrations in English by using the target vocabulary and grammar.

Activity 1: Role-play

The class is divided into pairs or small groups of 3-4 students, and each student is assigned a role, such as an event organiser, a participant, a referee, an attendee or a spectator. The teacher prepares scenario prompts for each pair or group to guide their discussion. For example, "Your group is planning a school festival that includes sports competitions, music performances, and a drama contest. You will take on specific roles (e.g., organiser, referee, spectator) and plan the event together". The teacher gives role cards with sample sentences, e.g., "May I help with....?" Or "Can you explain the rules of the tournament?" and detailed role descriptions in simple sentences. The teacher may also provide a vocabulary box that has target words and encourage them to use as many of them as possible. Groups perform their role-plays one by one. Students are allowed to use their notes if needed. The rest of the class is provided with a form, which can be used to evaluate different performance categories such as "effective use of target vocabulary", "effective use of grammar", "great questioning skills", "amazing explanation", etc. so that they can be engaged while listening to their classmates and assign at least one highlight to each performance. The finalized forms can be exhibited on the class board for each student to check during the break. The teacher provides constructive feedback on students' performances in terms of accurate and adequate use of target vocabulary and grammar and their presentation. Students complete the sentence beginnings to reflect on one thing they did well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance and a short explanation by completing sentence beginnings, e.g., "I gave you _____ because your _____ is good, but you should _____". Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 2: CLASSROOM LIFE & LEARNING

Sub-themes: Preferences for different learning activities; preferences for different learning technologies

This theme is centred on the concept of “classroom life and learning” and covers the sub-themes of “preferences for different learning activities; preferences for different learning technologies”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

FIELD SKILLS AND SUPPORTIVE SKILLS	FLFS1. Listening/Watching-Comprehension
	FLFS2. Reading-Comprehension
	FLFS3. Speaking-Expression
	FLFS4. Writing-Expression
	FLSS1. Grammatical: Selection and Use
	FLSS2. Vocabulary: Selection and Use
	FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS	D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values	V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY**RELATIONS**

Turkish, Maths, Atatürk's Principles and History of Revolution, Physical Education and Sports, Visual Arts, Music, Counselling and Career Planning, Technology and Design

INTERSKILLS

CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 8 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.8.2.L1. Students can prepare and get ready for listening (to)/watching about the current content on “classroom life and learning with preferences for different learning activities; preferences for different learning technologies”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.8.2.L2. Students can bring together the information in the current content on “classroom life and learning with preferences for different learning activities; preferences for different learning technologies”.

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.8.2.L3. Students can make sense of and derive meaning from the current content on “classroom life and learning with preferences for different learning activities; preferences for different learning technologies”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.8.2.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “classroom life and learning with preferences for different learning activities; preferences for different learning technologies” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.8.2.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “classroom life and learning with preferences for different learning activities; preferences for different learning technologies” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.8.2.R1. Students can prepare for reading the content on “classroom life and learning with preferences for different learning activities; preferences for different learning technologies” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.8.2.R2. Students can bring information together about the current content on “classroom life and learning with preferences for different learning activities; preferences for different learning technologies” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*

- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.8.2.R3. Students can make sense of and derive meaning from the current content on “classroom life and learning with preferences for different learning activities; preferences for different learning technologies”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.8.2.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “classroom life and learning with preferences for different learning activities; preferences for different learning technologies” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.8.2.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “classroom life and learning with preferences for different learning activities; preferences for different learning technologies” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*

- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.8.2.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “classroom life and learning with preferences for different learning activities; preferences for different learning technologies”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.8.2.W1. Students can prepare for writing efficiently and accurately based on the current content about “classroom life and learning with preferences for different learning activities; preferences for different learning technologies”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*

- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.8.2.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “classroom life and learning with preferences for different learning activities; preferences for different learning technologies”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.8.2.W3. Students can construct new written content on “classroom life and learning with preferences for different learning activities; preferences for different learning technologies” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.8.2.W4. Students can practise producing written content based on the current theme “classroom life and learning with preferences for different learning activities; preferences for different learning technologies”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.8.2.W5. Students can engage in the process of writing related to the content on “classroom life and learning with preferences for different learning activities; preferences for different learning technologies”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*

- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.8.2.W6. Students can reconstruct their writing about the current theme on “classroom life and learning with preferences for different learning activities; preferences for different learning technologies” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.8.2.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “classroom life and learning with preferences for different learning activities; preferences for different learning technologies” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.8.2.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “classroom life and learning with preferences for different learning activities; preferences for different learning technologies”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.8.2.S2. Students can analyse and understand the model content related to “classroom life and learning with preferences for different learning activities; preferences for different learning technologies” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.8.2.S3. Students can produce meaningful and accurate spoken content related to the current theme on “classroom life and learning with preferences for different learning activities; preferences for different learning technologies”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*

- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.8.2.S4. Students can construct meaningful spoken content about “classroom life and learning with preferences for different learning activities; preferences for different learning technologies” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.8.2.S5. Students can reconstruct the information about “classroom life and learning with preferences for different learning activities; preferences for different learning technologies” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.8.2.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “classroom life and learning with preferences for different learning activities; preferences for different learning technologies” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

CLASSROOM LIFE & LEARNING

Sub-themes: preferences for different learning activities; preferences for different learning technologies

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for preferences for different learning activities:

Nouns: Background, education, progress, improvement, an essay, a lecture, a process, a strategy, a survey, a task, thought.

Verbs: To achieve, to present, to question, to succeed, to dislike, to manage.

Adjectives: Ideal, individual, successful, creative, effective.

Adverbs: Well, successfully, (all right).

Preposition: According to.

Vocabulary for preferences for different learning technologies:

Nouns: A comment, a document, a download, a network, social media, a setting, a diagram, a challenge, an effort, a set, management, an account, an assignment, a disadvantage, an issue.

Verbs: To save, to download, to set up.

Adjectives: Necessary, outdoor, practical, related, suitable, educational, complex, technical.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social, and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-The Simple Present Tense for the Future: (Students present their essays tomorrow in the lecture hall).

-The Present Progressive Tense for the Future: (The instructor is presenting a lecture on educational strategies next week).

- "Can" for ability: (He can save the document to the network effortlessly).

- "Can't" for ability: (They can't succeed in completing the assignment without further explanation).

- "Have to" for obligations in Present: (She has to save all related documents for her assignment today).

- "Had to" for obligations in the Past: (They had to download the educational material last night).

-Necessity with "Need": (You need to set the diagram in the most suitable format for the presentation).

- "Needn't" for permission: (You needn't present your assignment in this complex setting).

-Question Tags for "Modals": (Students can download the document easily, can't they?)(She had to save the diagram for the task, didn't she?)

Functions of the Grammatical Structures in Use:

Use of the Simple Present Tense for the Future: Describing scheduled or planned (timetabled) actions in the future.

Use of the Present Progressive Tense for the Future: Indicating fixed arrangements or actions already planned for the future.

Use of "can" for abilities: Expressing ability or skill to perform an action.

Use of "can't" for abilities: Expressing lack of ability or skill to perform an action.

Use of "have to" for obligations in present: Indicating present external necessity, obligation or requirement.

Use of "had to" for obligations in past: Indicating past external necessity or requirement.

Use of necessity with “need”: Expressing a requirement or necessity for action.

Use of “needn’t” for permissions: Indicating lack of necessity or optionality in action.

Use of question tags for modals: Seeking confirmation or agreement about ability, obligation, or necessity.

Target Social Language in Use:

Brush up on your English before the exam!

I finally got the hang of doing Maths!

I’ve been burying myself in books lately!

Target Phonological Sounds in Use:

Intonation of negative statements

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “classroom life and learning” and its components such as “preferences for different learning activities; preferences for different learning technologies” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “classroom life and learning” and its components such as “preferences for different learning activities; preferences for different learning technologies” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Preferences, learning activities, preferences for different learning activities, technology, learning technologies, preferences for different learning technologies.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will create a short video or a digital presentation where they describe their preferences for different learning activities and technologies used in the classroom. In their video or presentation, they will include at least three types of learning activities (e.g., group work, individual projects, games) and three types of learning technologies (e.g., tablets, interactive boards, educational apps). They will explain why they like these methods and technologies, giving simple reasons such as “I like group work because I can share ideas with my friends” or “I prefer using educational apps because they are fun and helpful.” The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students’ knowledge of “classroom life and learning” and its components such as “preferences for different learning activities; preferences for different learning technologies”. As they are lower-secondary school students in year 8 (eight), they can know what “classroom life and learning” and its components such as “preferences for different learning activities; preferences for different learning technologies” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 8 of lower-secondary school, they can know some basic vocabulary about

“classroom life and learning” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “classroom life and learning” and its components such as “preferences for different learning activities; preferences for different learning technologies”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “classroom life and learning”. Therefore, a dialogue game can be played to revise all vocabulary and grammatical items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students are asked to recall the concept of “classroom life and learning” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “classroom life and learning” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/ singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic “classroom life and learning” and the sub-themes of “preferences for different learning activities; preferences for different learning technologies”,

allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme “classroom life and learning” is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their grammar, vocabulary and phonological selection and use skills.

ENG8.2.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about the content to prepare themselves to work on guessing the topic of the current theme **(V10.1, V11.1, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG8.2. L2

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V10.1, V11.1, LS1, LS4, LS5, CS2.2)**. They can realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG8.2.L3

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s) **(D3.2, V3.4)**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically **(D3.1, V10.1, V11.1, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING:

Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story (**D3.6, V3.4, LS2, LS4, LS7**). The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**D3.2, D3.6, D3.7, LS1, CS2.4**). In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1, V4.4**). Then they discuss the accuracy of the findings as a whole class (**SELS2.2, CS2.8**). This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme (**D3.7, V10.1, V11.1, LS5**). She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson (**SELS1.2**). Students work on these categories with the help of the scenes from the introductory digital story (**D3.6, LS2, LS4**). The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the sub-themes of “preferences for different learning activities; preferences for different learning technologies” further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/ drag it on the white/black board or the smart board (if the teacher asks) (**D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4**). Then, they say the headings (components) together as a whole class. In this way, the main components of the theme “classroom life and learning” are introduced to the students in English (**LS5**). At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session (**D1.2, D1.6, D3.8, SELS1.1, V3.4**). This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference (**D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7**).

ENG8.2.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about and that their guesses were correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher

asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/ watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS.2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG8.2.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme “classroom life and learning”. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some Web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students’ performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole

class **(D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS1.2, V3.3, V6.2, V10.3, LS1, LS2)**.

ENG8.2.V1

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme “classroom life and learning”, the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/white board/blackboard in relation to the main components of the theme “classroom life and learning” **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about the content, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances (**D3.2, D3.6, SELS3.1, V3.4, LS1, LS4**). He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then she/he asks them whether they understand the meaning of the part/paragraph (**D3.8, SELS3.1**). She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/phrase/sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/ paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/ “the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, S2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the related theme and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2 Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme “classroom life and learning”. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG8.2.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising-discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme “classroom life and learning” (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V 3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks

the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.2.R1

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme "classroom life and learning" from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading

content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG8.2.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard related to the sub-themes of “preferences for different learning activities; preferences for different learning technologies” (**D3.6, V10.1, V11.1, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the “listening/watching-comprehension” section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG8.2.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme “classroom life and learning” in terms of the sub-themes of “preferences for different learning activities; preferences for different learning technologies” mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about the current content with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V10.1, V11.1, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG8.2.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG8.2.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about the current content to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG8.2.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme “classroom life and learning”. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/ or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG8.2.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG8.2.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V10.1, V11.1, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG8.2.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher’s and also peers’ feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in

fun, enjoyable, varied, and versatile activities **(SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14)**. All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students **(D3.1, SELS1.2, V12.3, LS1, CS3.1)**.

ENG8.2.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the sub-themes of "preferences for different learning activities; preferences for different learning technologies" through their writing tasks **(V10.1, V11.1, CS3.3)**. They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing **(D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20)**. All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.2.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process **(SELS1.3)** and students talk about them individually and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme **(V3.4, V4.5, LS1, LS5)**.

ENG8.2.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it **(SELS1.1, CS2.12)**. Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts **(SELS3.2)**. Then they can expand their language use and practice in each section by increasing the amount of speaking they do **(D1.3, V3.4, LS1, CS2.13)**.

ENG8.2.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given **(CS2.2)**. These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully **(V3.3, V10.1, V11.1, LS1, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they

have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks **(D3.6, SELS1.2, V3.2, V3.4, LS5)**.

ENG8.2.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme “classroom life and learning” in fun, enjoyable, varied, and versatile activities **(SELS3.2, V7.2, LS9)**. These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class **(D3.2, SELS2.2, V4.2, CS2.20)**.

ENG8.2.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation **(SELS3.3, V3.4, CS2.20)**. These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme “classroom life and learning” as in others **(D3.6, SELS2.1, CS2.13)**.

ENG8.2.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme “classroom life and learning” on the sub-themes of “preferences for different learning activities; preferences for different learning technologies” **(V4.5, LS5, CS2.13, CS2.14)**. Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme **(SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9)**. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme **(SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings **(D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2)**. All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.2.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning **(SELS1.3)** or on their collaborative learning in pairs, groups or as a whole class collaboratively **(D2.3, SELS2.2, CS2.15)**. The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement **(SELS1.2, SELS2.1)** and also they contribute to the improvement of their peers in their learning processes **(V4.1, V4.3, V12.1, V12.3, LS1)**.

DIFFERENTIATION

Expansion

Objective: To discuss preferences for learning activities and technologies in English by using the target vocabulary and grammar.

Activity 1: Find Someone Who

Students move around the classroom to ask their classmates questions, find people who match the specific description of learning activities and technologies, and note their names down. The teacher prepares the worksheet with 15-20 words or phrases and students walk around the classroom to ask and answer these questions, e.g., "Do you prefer.....? I prefer....". The students are encouraged to ask follow-up questions to their friends, e.g., "Can you give one/two clue(s) about your preference?" After completing the worksheet, the teacher starts a whole-class discussion to share and discuss findings. Each student reports as many interesting findings as they like. The rest of the class listens to their friends and tries to determine if they have the same names for the same learning activities and technologies. The teacher may encourage students to ask follow-up questions to the reporting student. The teacher also utters a student's name and asks the rest of the class to report their findings about him/her. The teacher provides constructive feedback on students' performances in terms of accurate and adequate use of target vocabulary and grammar and their presentation. Students write down one thing they did well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance, followed by a short explanation: "I gave you 4 stars because your pronunciation is good, but you should give more details". Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To discuss preferences for learning activities and technologies in English by using the target vocabulary and the grammar.

Activity 1: Find Someone Who

The teacher prepares a worksheet with 15-20 phrases related to learning activities and technologies, e.g., "working in pairs", "using digital tools", and "learning through games". Students walk around the classroom, asking their classmates to find people whose preferences match specific items on the worksheet. They ask and answer questions, e.g., "Do you prefer learning through games?" and "I prefer learning through games because it's fun". To make conversations more dynamic, students are encouraged to ask follow-up questions, e.g., "Can you give an example of a game you like?" or "Why do you like this activity?" Once the worksheet is completed, the teacher facilitates a whole-class discussion where students share their findings, reporting what they've learned about their classmates, e.g., "I found out that likes using flashcards to study vocabulary", and the rest of the class tries to guess who that might be and why. The teacher provides constructive feedback on students' performances in terms of accurate and adequate use of target vocabulary and grammar and their presentation. Students complete the sentence beginnings to reflect on one thing they did well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance and a short explanation by completing sentence beginnings, e.g., "I gave you _____ because your _____ is good, but you should _____". Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 3: PERSONAL LIFE & WELL-BEING

Sub-themes: Mobile phones and their impact on health and social life; personal preferences for films and visual arts

This theme is centred on the concept of “personal life and well-being” and covers the sub-themes of “mobile phones and their impact on health and social life; personal preferences for films and visual arts”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

FIELD SKILLS AND SUPPORTIVE SKILLS	FLFS1. Listening-Watching-Comprehension
	FLFS2. Reading-Comprehension
	FLFS3. Speaking-Expression
	FLFS4. Writing-Expression
	FLSS1. Grammatical: Selection and Use
	FLSS2. Vocabulary: Selection and Use
	FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS –

DISPOSITIONS	D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values

V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills

LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY**RELATIONS**

Turkish, Maths, Atatürk's Principles and History of Revolution, Physical Education and Sports, Visual Arts, Music, Counselling and Career Planning, Technology and Design

INTERSKILLS

CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 8 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.8.3.L1. Students can prepare and get ready for listening (to)/watching about the current content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.8.3.L2. Students can bring together the information in the current content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”.

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.8.3.L3. Students can make sense of and derive meaning from the current content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity, and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise, and personalise current content in an individualised, age-appropriate, and level-appropriate way.*

ENG.8.3.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.8.3.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.8.3.R1. Students can prepare for reading the content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.8.3.R2. Students can bring information together about the current content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.8.3.R3. Students can make sense of and derive meaning from the current content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.8.3.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.8.3.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*

- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.8.3.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*

- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.8.3.W1. Students can prepare for writing efficiently and accurately based on the current content about “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.8.3.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.8.3.W3. Students can construct new written content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.8.3.W4. Students can practise producing written content based on the current theme “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*

- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.8.3.W5. Students can engage in the process of writing related to the content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.8.3.W6. Students can reconstruct their writing about the current theme on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.8.3.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.8.3.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.8.3.S2. Students can analyse and understand the model content related to “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.8.3.S3. Students can produce meaningful and accurate spoken content related to the current theme on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*

- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.8.3.S4. Students can construct meaningful spoken content about “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.8.3.S5. Students can reconstruct the information about “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.8.3.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “personal life and well-being with mobile phones and their impact on health and social life; personal preferences for films and visual arts” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*

- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

PERSONAL LIFE & WELL BEING

Sub-themes: mobile phones and their impact on health and social life; personal preferences for films and visual arts

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for mobile phones and their impact on health and social life:

Nouns: An advantage, an argument, a rate, a smartphone, a need, a reply, use, a user, usage, an application, an app, a screen.

Verbs: To accept, to allow, to avoid, to cause, to prevent, to refuse, to text, to reply, to use.

Adjectives: Mobile, worried, electronic, online.

Adverbs: Definitely.

Conjunction: While.

Vocabulary for personal preferences for films and visual arts:

Nouns: An expression, a character, acting, special effects, a context, a personality, a decision, a taste.

Verbs and phrases: To be a fan of, to enjoy, to prefer, to film, to care for.

Adjectives: Ordinary, adult.

Adverbs: Rather, mostly, completely (all).

Target Grammatical Structures in Use:

-The Past Simple Tense: (She texted her reply to the argument rather quickly).

-Question tags for the Simple Past Tense: (He accepted the need for an online survey, didn't he?)

-Used to: (We used to care for ordinary characters in older films).

-Past simple of "can" or "can't" for ability: (She could avoid causing arguments when she was younger).

-Polite request with "could" and "couldn't": (Could you reply to the rate of smartphone users, please?)

- "Shall" for suggestions: (Shall we avoid using electronic devices during the argument?)

- "Should" for giving advice: (You should prevent mobile distractions while studying).

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social, and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Functions of the Grammatical Structures in Use:

Use of the Simple Past Tense: Describing completed actions or events in the past.

Use of question tags: Seeking confirmation or agreement about a past statement.

Use of "used to": Expressing habitual actions or states in the past.

Use of the Past Simple of "can" or "can't" for ability: Indicating abilities or lack of abilities in the past.

Use of polite requests with "could" and "couldn't": Making polite requests in formal or informal contexts.

Use of "shall" for suggestions: Offering suggestions or making proposals.

Use of "should" for giving advice: Providing recommendations or expressing opinions about what is right.

Target Social Language in Use:

He's a total phone zombie!

The new superhero film is a blockbuster hit this summer!

This film will keep you on the edge of your seat!

Target Phonological Sounds in Use:

Intonation of questions and question tags

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme "personal life and well-being" and its components such as "mobile phones and their impact on health and social life; personal preferences for films and visual arts" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what "personal life and well-being" and its components such as "mobile phones and their impact on health and social life; personal preferences for films and visual arts" means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Mobile phones, health, social life, mobile phones' impact on health and social life, personal preferences, films, visual arts, personal preferences for films and visual arts.

INDICATORS FOR LEARNING (Assessment and Evaluation)**EVALUATION FOR THE SKILLS AND THE CONTENT:**

PERFORMANCE ASSIGNMENT: Students will prepare a collage about their favourite films and visual arts. In this collage, they will gather pictures, drawings, and printed images of scenes from their favourite films and artworks. They can add short captions or descriptions explaining why they love these films and visual arts, how they make them feel, and what they enjoy about them. They will also write a few sentences about how watching films or enjoying art helps them relax, learn new things, or express their feelings. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES**Basic Acceptations: Preparedness/ Readiness**

This theme is based on the students' knowledge of "personal life and well-being" and its components such as "mobile phones and their impact on health and social life; personal preferences for films and visual arts". As they are lower secondary school students in year 8 (eight), they can know what "personal life and well-being" and its components such as "mobile phones and their impact on health and social life; personal preferences for films and visual arts" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 8 of lower secondary school, they can know some basic vocabulary about "personal life and well-being" and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the "Revision Programme" at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students' physical, cognitive, affective, and social factors are appropriate and suitable for learning about the "personal life and well-being" and its components such as "mobile phones and their impact on health and social life; personal preferences for films and visual arts". Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of "personal life and well-being". Therefore, a dialogue game can be played to revise all vocabulary and grammatical items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students are asked to recall the concept of "personal life and well-being" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher. They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme "personal life and well-being" in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/ singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic "personal life and well-being" and the sub-themes of "mobile phones and their impact on health and social life; personal preferences for films and visual arts", allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative

competence. The theme “personal life and well-being” is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their grammar, vocabulary and phonological selection and use skills.

ENG8.3.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about the content to prepare themselves to work on guessing the topic of the current theme **(V7.3, V10.1, V13.3, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG8.3. L2

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V7.3, V10.1, V13.3, LS1, LS4, LS5, CS2.2)**. They can realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG8.3.L3

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s)) **(D3.2, V3.4)**. The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically **(D3.1, V7.3, V10.1, V13.3, LS2, LS4, LS5, LS9)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as

the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V7.3, V10.1, V13.3, LS5, LS9)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the sub-themes of “mobile phones and their impact on health and social life; personal preferences for films and visual arts” further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/ drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme “personal life and well-being” are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied., but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG8.3.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about and that their guesses were correct **(D3.4, V3.3, LS1, LS2, LS4, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/ watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS.2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG8.3.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme “personal life and well-being”. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some Web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students’ performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG8.3.V1

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme “personal life and well-being”, the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/white board/blackboard in relation to the main components of the theme “personal life and well-being” (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about the content, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that (**D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4**). When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below (**D3.2, D3.6, V1.2, V3.4, LS2, LS4**).

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances (**D3.2, D3.6, SELS3.1, V3.4, LS1, LS4**). He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first

part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then she/he asks them whether they understand the meaning of the part/paragraph (**D3.8, SELS3.1**). She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/phrase/sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/ paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/ “the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, S2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the related theme and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2 Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme “personal life and well-being”. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the

form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 materials (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG8.3.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising-discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme "personal life and well-being" (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher

hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.3.R1

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme “personal life and well-being” from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG8.3.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories

with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard related to the sub-themes of “mobile phones and their impact on health and social life; personal preferences for films and visual arts” (**D3.6, V7.3, V10.1, V13.3, LS2, LS5, LS9, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the “listening/watching- comprehension” section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG8.3.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme “personal life and well-being” in terms of the sub-themes of “mobile phones and their impact on health and social life; personal preferences for films and visual arts” mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about the current content with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V7.3, V10.1, V13.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG8.3.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG8.3.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about the current content to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG8.3.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme “personal life and well-being”. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/ or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1, LS9**).

ENG8.3.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own (**V16.1**). They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG8.3.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V7.3, V10.1, V13.3, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG8.3.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher’s and also peers’ feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students’ interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG8.3.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the sub-themes of “mobile phones and their impact on health and social life; personal preferences for films and visual arts” through their writing tasks (**V7.3, V10.1, V13.3, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.3.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG8.3.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG8.3.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V7.3, V10.1, V13.3, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG8.3.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme “personal life and well-being” in fun, enjoyable, varied, and versatile activities **(SELS3.2, V7.2, LS9)**. These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class **(D3.2, SELS2.2, V4.2, CS2.20)**.

ENG8.3.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation **(SELS3.3, V3.4, CS2.20)**. These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme “personal life and well-being” as in others **(D3.6, SELS2.1, CS2.13)**.

ENG8.3.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme “personal life and well-being” on the sub-themes of “mobile phones and their impact on health and social life; personal preferences for films and visual arts” **(V4.5, LS5, LS9, CS2.13, CS2.14)**. Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme **(SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9)**. Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme **(SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20)**. AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings **(D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2)**. All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.3.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning **(SELS1.3)** or on their collaborative learning in pairs, groups or as a whole class collaboratively **(D2.3, SELS2.2, CS2.15)**. The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement **(SELS1.2, SELS2.1)** and also they contribute to the improvement of their peers in their learning processes **(V4.1, V4.3, V12.1, V12.3, LS1)**.

DIFFERENTIATION

Expansion

Objective: To talk about the impact of mobile phones on health and social life, as well as on films and visual arts in English by using target vocabulary and grammar.

Activity 1: Memory Lane Interview

Students pair up and take on the roles of a journalist and an interviewee. Each student selects a new identity, e.g., a famous artist, a tech enthusiast, or a film critic, and answers the questions as this persona. Journalists prepare 5 main questions and at least 3 spontaneous follow-up questions based on their peer's responses. Examples include, e.g., "What were you doing when you first started using social media apps?", "Were you watching any specific films or documentaries that inspired you?", and "What impact has your phone had on your daily routine in the past?". Interviewers take notes while their peers respond. Then roles are switched, and the process is repeated. After both interviews are completed, each student writes a short narrative about their peer's past experiences based on the notes. The teacher collects all the papers and asks each student to choose one randomly and read it aloud. The rest of the class listens very carefully and tries to guess who that might be and why. The teacher provides constructive feedback on students' performances in terms of accurate and adequate use of target vocabulary and grammar and their presentation. Students write down one thing they did well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance, followed by a short explanation: "I gave you 4 stars because your pronunciation is good, but you should give more details". Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about the impact of mobile phones on health and social life, as well as on films and visual arts in English by using target vocabulary and grammar.

Activity 1: Memory Lane Interview

Students pair up and take on the roles of a journalist and an interviewee. Each student selects a new identity, e.g., a famous artist, a tech enthusiast, or a film critic, and answers the questions as this persona. The teacher provides a bowl of simple questions for students to choose 3 questions from, e.g. "What did you do on your phone yesterday?" or "What were you doing at this time on Saturday?". The teacher also provides a language box with sample grammar for students to get help from while answering questions. Then they switch roles and follow the same procedure. After that, each pair collaboratively writes a short paragraph about their past experiences. The teacher collects all the papers and asks each student to choose one randomly and read it aloud. The rest of the class listens very carefully and tries to guess who that might be. The teacher provides constructive feedback on students' performances in terms of accurate and adequate use of target vocabulary and grammar and their presentation. Students complete the sentence beginning to reflect on one thing they did well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance and a short explanation by completing sentence beginnings, e.g., "I gave you _____ because your _____ is good, but you should _____". Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 4: FAMILY LIFE & HOME

Sub-themes: Relationships, problems and solutions in the family; different houses and living styles

This theme is centred on the concept of “family life and home” and covers the sub-themes of “relationships, problems and solutions in the family; different houses and living styles”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

FIELD SKILLS AND SUPPORTIVE SKILLS	FLFS1. Listening/Watching-Comprehension
	FLFS2. Reading-Comprehension
	FLFS3. Speaking-Expression
	FLFS4. Writing-Expression
	FLSS1. Grammmaring: Selection and Use
	FLSS2. Vocabulary: Selection and Use
	FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS	D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values	V1. Justice, V2. Family Integrity, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V8. Privacy, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY**RELATIONS**

Turkish, Maths, Atatürk's Principles and History of Revolution, Physical Education and Sports, Visual Arts, Music, Counselling and Career Planning, Technology and Design

INTERSKILLS

CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 8 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.8.4.L1. Students can prepare and get ready for listening (to)/watching about the current content on “family life and home with relationships, problems and solutions in the family; different houses and living styles”.

- a) Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.8.4.L2. Students can bring together the information in the current content on “family life and home with relationships, problems and solutions in the family; different houses and living styles”.

- a) Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.8.4.L3. Students can make sense of and derive meaning from the current content on “family life and home with relationships, problems and solutions in the family; different houses and living styles”.

- a) Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.8.4.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “family life and home with relationships, problems and solutions in the family; different houses and living styles” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.8.4.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “family life and home with relationships, problems and solutions in the family; different houses and living styles” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.8.4.R1. Students can prepare for reading the content on “family life and home with relationships, problems and solutions in the family; different houses and living styles” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.8.4.R2. Students can bring information together about the current content on “family life and home with relationships, problems and solutions in the family; different houses and living styles” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.8.4.R3. Students can make sense of and derive meaning from the current content on “family life and home with relationships, problems and solutions in the family; different houses and living styles”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.8.4.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “family life and home with relationships, problems and solutions in the family; different houses and living styles” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.8.4.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “family life and home with relationships, problems and solutions in the family; different houses and living styles” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*

- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.8.4.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “family life and home with relationships, problems and solutions in the family; different houses and living styles”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.8.4.W1. Students can prepare for writing efficiently and accurately based on the current content about “family life and home with relationships, problems and solutions in the family; different houses and living styles”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.8.4.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “family life and home with relationships, problems and solutions in the family; different houses and living styles”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.8.4.W3. Students can construct new written content on “family life and home with relationships, problems and solutions in the family; different houses and living styles” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.8.4.W4. Students can practise producing written content based on the current theme “family life and home with relationships, problems and solutions in the family; different houses and living styles”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.8.4.W5. Students can engage in the process of writing related to the content on “family life and home with relationships, problems and solutions in the family; different houses and living styles”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*

- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.8.4.W6. Students can reconstruct their writing about the current theme on “family life and home with relationships, problems and solutions in the family; different houses and living styles” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.8.4.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “family life and home with relationships, problems and solutions in the family; different houses and living styles” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.8.4.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “family life and home with relationships, problems and solutions in the family; different houses and living styles”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.8.4.S2. Students can analyse and understand the model content related to “family life and home with relationships, problems and solutions in the family; different houses and living styles” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.8.4.S3. Students can produce meaningful and accurate spoken content related to the current theme on “family life and home with relationships, problems and solutions in the family; different houses and living styles”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*

- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.8.4.S4. Students can construct meaningful spoken content about “family life and home with relationships, problems and solutions in the family; different houses and living styles” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.8.4.S5. Students can reconstruct the information about “family life and home with relationships, problems and solutions in the family; different houses and living styles” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.8.4.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “family life and home with relationships, problems and solutions in the family; different houses and living styles” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

FAMILY LIFE & HOME

Sub-themes: relationships, problems and solutions in the family; different houses and living styles

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for relationships, problems and solutions in the family:

Nouns: A behaviour, a relationship, a control, a guest, an invitation, a matter, a promise, a trouble.

Verbs: To control, to matter, to promise, to appear, to argue, to communicate, to deal, to depend, to disagree, to invite, to marry, to react, to divorce, to change.

Adjectives: Alone, close, divorced, independent, own, together.

Adverbs: Alone, anymore.

Vocabulary for different houses and living styles:

Nouns: An arrangement, an owner, a pattern.

Verbs: To replace, to live, to stay.

Adjectives: Enormous, future, normal, safe, typical, intelligent, comfortable, double.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social, and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-The Past Progressive Tense: (She was crying alone in her room when the guest appeared unexpectedly).

-Question Tags: (They invited their close relatives to the wedding, didn't they?)

-Used to: (They used to communicate better when they lived in their enormous house).

-Adverbial Phrases of Time, Place and Frequency: (They argue about typical matters in the family every evening in the living room).

Functions of the Grammatical Structures in Use:

-Use of the Past Progressive Tense: Describing ongoing actions or events in the past interrupted by another action.

-Use of question tags: Seeking confirmation or agreement about a past statement or action.

-Use of "used to": Expressing past habits, routines, or states that no longer happen or exist.

-Use of adverbial phrases of time, place and frequency: Indicating when, where, or how often actions occur with proper word order.

Target Social Language in Use:

Sorry, mum. I didn't mean to spill the water!

Don't glue yourself to the telly when your favourite show is on!

It feels so cosy in our home when we light the fireplace!

Target Phonological Sounds in Use:

a, b, c, d, e

Vowels: a: (/æ/, /ae/, /ə/, /a:/, /eɪ/, /a:/, /a/, /ɔ:/, /eə/); e: (/e/, /i:/, /ə/)

Consonants: b: (/b/), silent /b/; c: (/s/, /k/); d: (/d/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “family life and home” and its components such as “relationships, problems and solutions in the family; different houses and living styles” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “family life and home” and its components such as “relationships, problems and solutions in the family; different houses and living styles” means but will not know how to say them in a foreign language in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Family, relationships, problems, relationships in the family, problems in the family, solutions, solutions to family problems, houses, types of houses, styles, living styles.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will design a model house and present it in the classroom. First, they will decide the type of their model houses (apartment, house with a garden, a small city flat, a village house, an igloo etc.). Then, they will design their model houses. They may use various materials, or they may design with the help of Web 2.0 tools. Finally, they will exhibit their houses in the class and give information about the daily routines of the people who live in these houses. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students’ knowledge of “family life and home” and its components such as “relationships, problems and solutions in the family; different houses and living styles”. As they are lower secondary school students in year 8 (eight), they can know what “family life and home” and its components such as “relationships, problems and solutions in the family; different houses and living styles” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 8 of lower secondary school, they can know some basic vocabulary about “family life and home” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “family life and home” and its components such as “relationships, problems and solutions in the family; different houses and living styles”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “family life and home”. Therefore, a dialogue game can

be played to revise all vocabulary and grammatical items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students are asked to recall the concept of “family life and home” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “family life and home” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/ singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic “family life and home” and the sub-themes of “relationships, problems and solutions in the family; different houses and living styles”, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme “family life and home” is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their grammar, vocabulary and phonological selection and use skills.

ENG8.4.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about the content to prepare themselves to work on guessing the topic of the current theme **(V2.3, V2.4, V8.3, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG8.4. L2

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V2.3, V2.4, V8.3, LS1, LS4, LS5, CS2.2)**. They can realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG8.4.L3

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s) **(D3.2, V3.4)**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically **(D3.1, V2.3, V2.4, V8.3, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases,

etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V2.3, V2.4, V8.3, LS5)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the sub-themes of “relationships, problems and solutions in the family; different houses and living styles” further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/ drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme “family life and home” are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG8.4.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about and that their guesses were correct **(D3.4, V3.3, LS1, LS2, LS4, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/ watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS.2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG8.4.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme “family life and home”. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some Web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students’ performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG8.4.V1

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme “family life and home”, the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/white board/blackboard in relation to the main components of the theme “family life and home” (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about the content, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that (**D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4**). When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below (**D3.2, D3.6, V1.2, V3.4, LS2, LS4**).

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances (**D3.2, D3.6, SELS3.1, V3.4, LS1, LS4**). He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first

part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then she/he asks them whether they understand the meaning of the part/paragraph (**D3.8, SELS3.1**). She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/ paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/ “the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, CS2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the related theme and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2 Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme “family life and home”. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of

a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG8.4.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE):

Consciousness raising- discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme "family life and home" (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher

hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.4.R1

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme “family life and home” from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG8.4.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard related to the sub-themes of “relationships, problems and solutions in the family; different houses and living styles” (**D3.6, V2.3, V2.4, V8.3, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the “listening/watching- comprehension” section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG8.4.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme “family life and home” in terms of the sub-themes of “relationships, problems and solutions in the family; different houses and living styles” mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about the current content with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V2.3, V2.4, V8.3, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG8.4.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG8.4.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing

knowledge about the current content to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG8.4.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme “family life and home”. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/ or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG8.4.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own. They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG8.4.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V2.3, V2.4, V8.3, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG8.4.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher’s and also peers’ feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students’ interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG8.4.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the sub-themes of “relationships, problems and solutions in the family; different houses and living styles” through their writing tasks (**V2.3, V2.4, V8.3, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.4.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG8.4.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG8.4.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V2.3, V2.4, V8.3, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG8.4.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme “family life and home” in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG8.4.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme “family life and home” as in others (**D3.6, SELS2.1, CS2.13**).

ENG8.4.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme “family life and home” on the sub-themes of “relationships, problems and solutions in the family; different houses and living styles” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.4.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about relationships, problems, and solutions in the family, different families, and family houses in English by using target vocabulary and grammar.

Activity 1: Family Feud

The teacher prepares a list of guesses about imaginary family problems in different families and as many identity cards of famous people as possible. The cards have only the name of the person. The class is divided into 5-6 teams. The students are asked to work in their groups and collect as much information as they can about each famous person's family to be able to answer the teacher's questions. When the teacher presents a family-related problem, e.g., "Family members argue about chores", each team must come up with a possible solution using the Present Perfect Tense, e.g., "Yasemin and her siblings have created a chore chart to avoid arguments". The teacher encourages other students to ask follow-up questions, e.g., "How long have they been using the chore chart?". Each team earns a point for correctly identifying the family problem, matching with an appropriate famous person, and providing solutions using the Present Perfect Tense. The winners get a badge that says, "Family Champion". The teacher provides constructive feedback on students' performances in terms of accurate and adequate use of target vocabulary and grammar and their presentation. Students write down one thing they did well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance, followed by a short explanation: "I gave you 4 stars because your pronunciation is good, but you should give more details". Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about relationships, problems, and solutions in the family, different families, and family houses in English by using target vocabulary and grammar.

Activity 1: Family Feud

The teacher prepares a list of guesses about imaginary family problems in different families and as many identity cards of famous people as possible. Each group gets one copy of all cards. The cards have brief information about each famous person's family. The class is divided into 5-6 teams. When the teacher presents a family-related problem, e.g., "Family members argue about chores", each team must come up with a possible solution using the Present Perfect Tense, e.g., "Yasemin and her siblings have created a chore chart to avoid arguments". The students are provided with a language box that includes sample grammar that students need to answer the questions. Each team earns a point for correctly identifying the family problem, matching with an appropriate famous person, and providing solutions using the Present Perfect Tense. The winners get a badge that says, "Family Champion". The teacher provides constructive feedback on students' performances in terms of accurate and adequate use of target vocabulary and grammar and their presentation. Students complete the beginning parts of sentences to reflect on one thing they did well and one thing they want to improve for next time. They also give a 'stars' rating (1-5) for their peer's performance and a short explanation by completing sentence beginnings, e.g., "I gave you _____ because your _____ is good, but you should _____". Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 5: LIFE IN THE NEIGHBOURHOOD & CITY & SOCIAL LIFE

Sub-themes: Sports events in the city and rural areas; pros and cons of living in rural areas and in the city

This theme is centred on the concept of “life in the neighbourhood and city and social life” and covers the sub-themes of “sports events in the city and rural areas; pros and cons of living in rural areas and in the city”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

FIELD SKILLS AND SUPPORTIVE SKILLS FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammatical: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

INTERDISCIPLINARY**RELATIONS**

Turkish, Maths, Atatürk's Principles and History of Revolution, Physical Education and Sports, Visual Arts, Music, Counselling and Career Planning, Technology and Design

INTERSKILLS

CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 8 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.8.5.L1. Students can prepare and get ready for listening (to)/watching about the current content on “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.8.5.L2. Students can bring together the information in the current content on “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city”.

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.8.5.L3. Students can make sense of and derive meaning from the current content on “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity, and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.8.5.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.8.5.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.8.5.R1. Students can prepare for reading the content on “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.8.5.R2. Students can bring information together about the current content on “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.8.5.R3. Students can make sense of and derive meaning from the current content on “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.8.5.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.8.5.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*

- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately, and effectively through careful selection when communicating with others.*

ENG.8.5.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*

- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.8.5.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.8.5.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.8.5.W3. Students can construct new written content on “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.8.5.W4. Students can practise producing written content based on the current theme “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*

- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.8.5.W5. Students can engage in the process of writing related to the content on “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.8.5.W6. Students can reconstruct their writing about the current theme on “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.8.5.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.8.5.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.8.5.S2. Students can analyse and understand the model content related to “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.8.5.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.8.5.S4. Students can construct meaningful spoken content about “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.8.5.S5. Students can reconstruct the information about “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.8.5.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in the neighbourhood and city including social life with sports events in the city and rural areas; pros and cons of living in rural areas and in the city” in relation to themselves or others, both individually and/or with others.

- a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

LIFE IN THE NEIGHBOURHOOD & CITY & SOCIAL LIFE

Sub-themes: sports events in the city and rural areas; pros and cons of living in rural areas and in the city

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for sports events in the city and rural areas:

Nouns: Equipment, an injury, an award, a prize, a final, a trainer (a coach-AmE.), a winner.

Verbs: To apply (for a race/competition), to fall, to hurt, to hit, to sail, to receive, to reach, to involve.

Adjectives: Fit, fair, professional, broken, far.

Adverbs: Finally.

Vocabulary for pros and cons of living in rural areas and in the city:

Nouns: Nature, noise, an insect, an opportunity, lifestyle, fishing, farming, an option, the environment, peace, countryside.

Verbs: To afford, to connect, to last.

Adjectives: Natural, reduced, certain.

Adverbs: Exactly.

Phrases: Low/high cost of living, affordable housing, less pollution, less stress, medical services (healthcare services-AmE.), crime rates, noise pollution.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social, and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-The Present Perfect Tense: (They have never dealt with noise pollution in their peaceful rural environment).

-Question tags: (He has reached the final round of the competition, hasn't he?)

-Forming nouns from verbs using -ing: (Sailing is a great option for living a natural lifestyle by the coast).

Functions of the Grammatical Structures in Use:

-Use of the Present Perfect Tense: Expressing actions or events that occurred at an unspecified time in the past and have relevance to the present.

-Use of question tags: Seeking confirmation or agreement about an action or statement related to the present perfect.

-Use of forming nouns from verbs using -ing: Creating gerund forms of verbs to describe activities or ongoing actions as nouns.

Target Social Language in Use:

I love the peace and quiet in the countryside!

The city can feel like a concrete jungle!

Living close to the city is the best of both worlds!

Target Phonological Sounds in Use:

f, g, h, i, j, k

Vowel: i: (/aɪ/, /ɪ/, /i:/)

Consonants: f: (/f/); g: (/g/, /dʒ/); h: (/h/); j (/dʒeɪ/, /dʒ/); k: (/k/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “life in the neighbourhood and city and social life” and its components such as “sports events in the city and rural areas; pros and cons of living in rural areas and in the city” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “life in the neighbourhood and city and social life” and its components such as “sports events in the city and rural areas; pros and cons of living in rural areas and in the city” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Sports events, cities, rural areas, sport events in the city, sport events in the rural areas, pros and cons, living, pros and cons of living in the rural areas, pros and cons of living in the city.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students can create a fun marketing book to tell the pros and cons of living in rural areas. In the book, they will use drawings, photos, slogans, and short texts to share what rural life is like, including sports events, community activities, and daily routines. They will add persuasive text and creative slogans to highlight the benefits of rural life, such as fresh air, open spaces, and a strong community feel, while also mentioning any challenges. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students’ knowledge of “life in the neighbourhood and city and social life” and its components such as “sports events in the city and rural areas; pros and cons of living in rural areas and in the city”. As they are lower secondary school students in year 8 (eight), they can know what “life in the neighbourhood and city and social life” and its components such as “sports events in the city and rural areas; pros and cons of living in rural areas and in the city” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 8 of lower secondary school, they can know some basic vocabulary about “life in the neighbourhood and city and social life” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in the neighbourhood and city and social life” and its components such as “sports events in the city and rural areas; pros and cons of living in rural areas and in the city”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “life in the neighbourhood

and city and social life". Therefore, a dialogue game can be played to revise all vocabulary and grammatical items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students are asked to recall the concept of "life in the neighbourhood and city and social life" by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as "a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc." related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme "life in the neighbourhood and city and social life" in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic "life in the neighbourhood and city and social life" and the sub-themes of "sports events in the city and rural areas; pros and cons of living in rural areas and in the city", allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme "life in the neighbourhood and city and social life" is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their grammar, vocabulary and phonological selection and use skills.

ENG8.5.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about the content to prepare themselves to work on guessing the topic of the current theme **(V1.2, V13.2, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG8.5. L2

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V1.2, V13.2, LS1, LS4, LS5, CS2.2)**. They can realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG8.5.L3

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s) **(D3.2, V3.4)**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically **(D3.1, V1.2, V13.2, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases,

etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**D3.2, D3.6, D3.7, LS1, CS2.4**). In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1, V4.4**). Then they discuss the accuracy of the findings as a whole class (**SELS2.2, CS2.8**). This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme (**D3.7, V1.2, V13.2, LS5**). She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson (**SELS1.2**). Students work on these categories with the help of the scenes from the introductory digital story (**D3.6, LS2, LS4**). The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the sub-themes of “sports events in the city and rural areas; pros and cons of living in rural areas and in the city” further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/ pin/ drag it on the white/black board or the smart board (if the teacher asks) (**D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4**). Then, they say the headings (components) together as a whole class. In this way, the main components of the theme “life in the neighbourhood and city and social life” are introduced to the students in English (**LS5**). At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session (**D1.2, D1.6, D3.8, SELS1.1, V3.4**). This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference (**D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7**).

ENG8.5.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct (**D3.8, V4.2, V4.3, LS2, LS4**). As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about and that their guesses were correct (**D3.4, V3.3, LS1, LS2, LS4, CS2.8**). The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/ watching process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D2.3, SELS.2.1, V4.2**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS2.2, V4.2, V10.3**).

ENG8.5.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme “life in the neighbourhood and city and social life”. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some Web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students’ performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG8.5.V1

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme “life in the neighbourhood and city and social life”, the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/white board/blackboard in relation to the main components of the theme “life in the neighbourhood and city and social life” (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about the content, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that (**D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4**). When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below (**D3.2, D3.6, V1.2, V3.4, LS2, LS4**).

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances (**D3.2, D3.6, SELS3.1, V3.4, LS1, LS4**). He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first

part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then she/he asks them whether they understand the meaning of the part/paragraph (**D3.8, SELS3.1**). She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/phrase/sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/ paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, S2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the related theme and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2 Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme “life in the neighbourhood and city and social life”. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted

in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG8.5.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising-discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme "life in the neighbourhood and city and social life" (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher

hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.5.R1

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme “life in the neighbourhood and city and social life” from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG8.5.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard related to the sub-themes of “sports events in the city and rural areas; pros and cons of living in rural areas and in the city” (**D3.6, V1.2, V13.2, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the “listening/watching- comprehension” section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG8.5.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme “life in the neighbourhood and city and social life” in terms of the sub-themes of “sports events in the city and rural areas; pros and cons of living in rural areas and in the city” mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about the current content with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V1.2, V13.2, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG8.5.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG8.5.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing

knowledge about the current content to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG8.5.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme “life in the neighbourhood and city and social life”. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/ or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/ example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG8.5.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own. They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG8.5.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V1.2, V13.2, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG8.5.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher’s and also peers’ feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students’ interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral,

cyclical, and ongoing work becomes a progressive path for students **(D3.1, SELS1.2, V12.3, LS1, CS3.1)**.

ENG8.5.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the sub-themes of “sports events in the city and rural areas; pros and cons of living in rural areas and in the city” through their writing tasks **(V1.2, V13.2, CS3.3)**. They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing **(D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20)**. All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.5.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process **(SELS1.3)** and students talk about them individually and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students’ learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme **(V3.4, V4.5, LS1, LS5)**.

ENG8.5.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it **(SELS1.1, CS2.12)**. Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts **(SELS3.2)**. Then they can expand their language use and practice in each section by increasing the amount of speaking they do **(D1.3, V3.4, LS1, CS2.13)**.

ENG8.5.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given **(CS2.2)**. These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully **(V1.2, V13.2, LS1, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks **(D3.6, SELS1.2, V3.2, V3.4, LS5)**.

ENG8.5.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme “life in the neighbourhood and city and social life” in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG8.5.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme “life in the neighbourhood and city and social life” as in others (**D3.6, SELS2.1, CS2.13**).

ENG8.5.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme “life in the neighbourhood and city and social life” on the sub-themes of “sports events in the city and rural areas; pros and cons of living in rural areas and in the city” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.5.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about life in the neighbourhood, city, and social life in English by using target vocabulary and grammar.

Activity 1: Debate

The teacher starts by showing two contrasting images: one of a busy city and the other one of a quiet neighbourhood. Students brainstorm vocabulary related to each setting, e.g., crowded, peaceful, noisy, community-oriented, opportunities, and traffic. The class is divided into two teams: Team City and Team Neighbourhood. Each team discusses the advantages and disadvantages of living in their assigned location. Teams prepare their arguments using cause-and-effect (because, so, as) and contrasting language (while, whereas, but), e.g., "Cities have more opportunities because they are centres of business and education", and "While cities are more dynamic, neighbourhoods are more peaceful and family-friendly". Teams take turns presenting their arguments, with each student contributing at least one point. After each argument, the opposing team can ask questions or offer counter arguments using contrasting language, e.g., "But don't you think neighbourhoods lack cultural activities compared to cities?" or "Although cities are exciting, don't you think they're also overcrowded?". After the debate, students individually write a short paragraph about their personal preferences, e.g., "I prefer living in a neighbourhood because it is peaceful, but cities are too noisy for me". The teacher provides constructive feedback on students' performances in terms of accurate and adequate use of target vocabulary and grammar and their presentation. Students write down one thing they did well and one thing they want to improve for next time. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about life in the neighbourhood, city, and social life in English by using target vocabulary and grammar.

Activity 1: Debate

The teacher starts by showing two contrasting images: one of a busy city and the other one of a quiet neighbourhood. Students brainstorm vocabulary related to each setting, e.g., crowded, peaceful, noisy, community-oriented, opportunities, and traffic. The teacher gives more clues by pointing out some details and trying to elicit the answers. The class is divided into two teams: Team City and Team Neighbourhood. Each team discusses the advantages and disadvantages of living in their assigned location. Teams prepare their arguments using cause-and-effect (because, so, as) and contrasting language (while, whereas, but), e.g., "Cities have more opportunities because they are centres of business and education" and "While cities are more dynamic, neighbourhoods are more peaceful and family-friendly". The teacher gives some sample sentences for students to use. Teams take turns presenting their arguments, with each student contributing at least one point. After each argument, the opposing team can ask questions or offer counterarguments using contrasting language, e.g., "But don't you think neighbourhoods lack cultural activities compared to cities?" or "Although cities are exciting, don't you think they're also overcrowded?". The teacher gives a bank of possible questions to guide the students. After the debate, students work in pairs to complete a short paragraph about their personal preferences, e.g., "I prefer living in _____ because it is _____, but _____ are too _____ for me". The teacher provides constructive feedback on students' performances in terms of accurate and adequate use of target vocabulary and grammar and their presentation. Students write down one thing they did well and one thing they want to improve for next time. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 6: LIFE IN THE WORLD AND CULTURE

Sub-themes: Different cooking styles and preferences in the world; different food cultures in the world

This theme is centred on the concept of “life in the world and culture” and covers the sub-themes of “different cooking styles and preferences in the world; different food cultures in the world”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment

CLASS HOURS 14

FIELD SKILLS AND SUPPORTIVE SKILLS FLFS1. Listening/Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammatical: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY**RELATIONS**

Turkish, Maths, Atatürk's Principles and History of Revolution, Physical Education and Sports, Visual Arts, Music, Counselling and Career Planning, Technology and Design

INTERSKILLS

CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 8 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.8.6.L1. Students can prepare and get ready for listening (to)/watching about the current content on “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world”.

- a) Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.8.6.L2. Students can bring together the information in the current content on “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world”.

- a) Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.8.6.L3. Students can make sense of and derive meaning from the current content on “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world”.

- a) Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.8.6.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.8.6.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.8.6.R1. Students can prepare for reading the content on “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation with it.*

ENG.8.6.R2. Students can bring information together about the current content on “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*

- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.8.6.R3. Students can make sense of and derive meaning from the current content on “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.8.6.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.8.6.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*

- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.8.6.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.8.6.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.8.6.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.8.6.W3. Students can construct new written content on “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.8.6.W4. Students can practise producing written content based on the current theme “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.8.6.W5. Students can engage in the process of writing related to the content on “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.8.6.W6. Students can reconstruct their writing about the current theme on “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.8.6.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.8.6.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.8.6.S2. Students can analyse and understand the model content related to “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.8.6.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*

- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.8.6.S4. Students can construct meaningful spoken content about “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.8.6.S5. Students can reconstruct the information about “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.8.6.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in the world and culture with different cooking styles and preferences in the world; different food cultures in the world” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

LIFE IN THE WORLD AND CULTURE

Sub-themes: different cooking styles and preferences in the world; different food cultures in the world

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for different cooking styles and preferences in the world:

Nouns: A region, heat, sauce, dressing, a choice, a chance.

Verbs: To burn, to cover, to allow, to contain, to produce, to taste.

Adjectives: Covered, boiling, regional, deep, dry, ideal.

Adverbs: Especially, before.

Phrases: A small amount of, dietary laws, regional cuisines.

Vocabulary for different food cultures in the world:

Nouns: A can, a top, a bottom, a bit, amount, fat, sauce, tip, a bowl, a dessert, a drink (a beverage-AmE.), beef, beans, quality.

Verbs: To pick, to complain, to recommend, to suggest, to organise.

Adjectives: Homemade, boiled, healthy, sweet, fried.

Adverbs: Already, recently, yet.

Phrases: To put on weight, to lose weight, at/on the top of.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social, and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-The Present Perfect Tense: (He has already recommended the ideal amount of sauce for the regional dessert).

-The Simple Past Tense: (They covered the boiling pot before the heat burned the food).

-The Simple Past Tense vs. The Past Progressive Tense: (She was organising the table while he picked the top-quality beef for the bowl.)(He dried the beans before they were boiling in the pot).

-Question tags: (They have recently suggested a healthy dietary choice, haven't they?)(She covered the dessert with sauce, didn't she?)

-Phrasal verbs: (The chef put on a bit of fat on the beef to improve the flavour.)(He complained about how the dish turned out after they put on too much heat).

Functions of the Grammatical Structures in Use:

-Use of the Present Perfect Tense: Expressing actions or events that occurred at an unspecified time in the past and have relevance to the present.

-Use of the Simple Past Tense: Describing completed actions or events that occurred at a specific time in the past.

-Use of the Simple Past Tense vs. the Past Progressive Tense: Comparing actions that were completed in the past with those that were ongoing or interrupted by other actions.

-Use of Question Tags for the past and present: Seeking confirmation or agreement about statements or actions related to past or present events.

-Use of Phrasal Verbs: Expressing actions or meanings using combinations of verbs and particles.

Target Social Language in Use:

İstanbul is a real melting pot with so many cultures!
 I ran into my classmate in London. It's a small world!
 The world is a global village now!

Target Phonological Sounds in Use:

l, m, n, (ng), o, p

Vowel: o: (/əʊ/, /ɒ/, /əʊ/)

Consonants: l: (/ɛl/ /l/); m (/ɛm/, /m/); n: (/ɛn/, /n/); p: (/pi:/ /p/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme "life in the world and culture" and its components such as "different cooking styles and preferences in the world, different food cultures in the world" is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower secondary school student will know what "life in the world and culture" and its components such as "different cooking styles and preferences in the world, different food cultures in the world" means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts

Cooking, cooking style, different cooking styles, different cooking styles in the world, preferences, cooking preferences, different cooking preferences in the world, culture, food culture, different food cultures in the world.

INDICATORS FOR LEARNING (Assessment and Evaluation)**EVALUATION FOR THE SKILLS AND THE CONTENT:**

PERFORMANCE ASSIGNMENT: Students will work in pairs and explore the theme "life in the world and culture" with a focus on different cooking styles and food cultures around the world. Students will choose two countries and research their traditional cuisines, popular ingredients, and unique cooking techniques. They will compare and contrast the chosen cuisines, discussing how culture, geography, and history influence food traditions. The findings will be presented creatively in one of the following formats: a visually engaging poster with images and descriptions, a recipe booklet featuring two iconic dishes, or a short cooking demo video preparing a simple dish from one of the countries. Each of the students in pairs will present one of two countries in the classroom with a brief reflection on which cuisine they found most interesting and what they learned about the connection between food and culture. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES**Basic Acceptations: Preparedness/ Readiness**

This theme is based on the students' knowledge of "life in the world and culture" and its components such as "different cooking styles and preferences in the world, different food cultures in the world". As they are lower secondary school students in year 8 (eight), they can know what "life in the world and culture" and its components such as "different cooking styles and preferences in the world, different food cultures in the world" mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 8 of lower secondary school, they can know some basic vocabulary about “life in the world and culture” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in the world and culture” and its components such as “different cooking styles and preferences in the world, different food cultures in the world”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “life in the world and culture”. Therefore, a dialogue game can be played to revise all vocabulary and grammatical items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students are asked to recall the concept of “life in the world and culture” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “life in the world and culture” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/ singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic “life in the world and culture” and the sub-themes of “different cooking styles and preferences in the world; different food cultures in the world”, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme “life in the world and culture” is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their grammar, vocabulary and phonological selection and use skills.

ENG8.6.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about the content to prepare themselves to work on guessing the topic of the current theme **(V4.5, V5.1, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG8.6. L2

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V4.5, V5.1, LS1, LS4, LS5, CS2.2)**. They can realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG8.6.L3

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s) **(D3.2, V3.4)**). The teacher asks the students to recall the work done with visuals (the

scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically **(D3.1, V4.5, V5.1, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING:

Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases, etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V4.5, V5.1, LS5)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the sub-themes of “different cooking styles and preferences in the world; different food cultures in the world” further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/ pin/ drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme “life in the world and culture” are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG8.6.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at

visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about and that their guesses were correct **(D3.4, V3.3, LS1, LS2, LS4, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG8.6.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements **(LS1, LS2, LS4)**. She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context **(D3.2, D3.6, V3.4)**.

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme “life in the world and culture”. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some Web 2.0 programmes or some other AI-based technologies **(D3.2, V3.4, LS1, LS2)**. To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording **(D3.2, D3.7, D2.3)**. Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies **(D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4)**. Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum **(D3.2, D3.6, D3.7)**.

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home **(D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5)**. They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings **(D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5)**. If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens **(D2.3, D2.4, SELS2.2)**. During this session, the teacher records their discussions. After each group’s performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who

have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG8.6.V1

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme "life in the world and culture", the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again (**D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7**). Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/white board/blackboard in relation to the main components of the theme "life in the world and culture" (**D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8**). Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats (**D3.2, D3.6, V3.4**). The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes (**LS1, LS7, CS2.4, CS2.8**). In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones (**D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1**). Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them (**D2.3, SELS2.1**). Then they discuss the accuracy of the findings as a whole class (**D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8**).

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity (**D3.2, SELS2.2**). One peer reads the first half of the story/text and the second peer reads the other half silently in a given time (**V3.4, V4.1, V9.2, LS1, CS2.6**). The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions (**D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7**). They are then asked to share these words with their peers without discussing their meanings in the text (**D2.4, D3.2, SELS2.2, V4.2, V6.2**). The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about the content, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that (**D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4**). When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the

non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear **(D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8)**. Then she/he asks them whether they understand the meaning of the part/paragraph **(D3.8, SELS3.1)**. She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph **(D3.6, SELS2.2, V4.1, LS1, LS7)**. Students discuss the meaning of the part/paragraph in pairs **(D3.10, SELS2.2, V4.2, CS2.18)** and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/sentence in the story **(V6.2, LS1, LS5, CS2.16.1)**. As each part/ paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about **(D3.2, D3.6, SELS3.1, CS2.16.1)**. These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words **(D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, S2.1, CS2.16.3)**. These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word **(D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17)**. When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences **(SELS3.1, V4.1, LS7)**. This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided **(D3.2, D3.6, V3.3, LS5, CS2.5)**. The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class **(D2.3, D3.6, SELS2.1, V4.2, CS2.19)**. Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story **(LS2, LS4)**. When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know **(D3.6, LS5, CS2.7, CS3.1)**. As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the related theme and they answer them after talking about them in pairs **(D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1)**. In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2 Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme “life in the world and culture”. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other’s spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students’ learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG8.6.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising-discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme “life in the world and culture” (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V 3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks

the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.6.R1

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme "life in the world and culture" from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading

content and they make predictions to be checked after reading the text (**D1.1, SELS3.1,V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG8.6.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3,LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard related to the sub-themes of “different cooking styles and preferences in the world; different food cultures in the world” (**D3.6, V4.5, V5.1, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the “listening/watching- comprehension” section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG8.6.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2,V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme “life in the world and culture” in terms of the sub-themes of “different cooking styles and preferences in the world; different food cultures in the world” mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about the current content with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V4.5, V5.1,LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG8.6.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1,V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG8.6.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about the current content to make a link between what they know and what they are going to write about **(D3.2, SELS1.1, CS2.12)**. This includes examining all the audio/visual sources and elements provided for understanding the writing task **(V3.2, LS1, CS2.2)**.

ENG8.6.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given **(CS2.2)**. These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme "life in the world and culture". Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/ or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully **(V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1)**.

ENG8.6.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own. They participate in several writing activities individually, in pairs, in groups and as a whole class **(D2.3, SELS2.2, V4.1)**. Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others **(SELS2.1, LS1, CS2.13)**.

ENG8.6.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic **(D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20)**. They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects **(D1.4, SELS2.2, V3.4, V4.1, V4.2)**. Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others **(SELS3.2, SELS3.3, V4.5, V5.1, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9)**.

ENG8.6.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories,

dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities (**SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14**). All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students (**D3.1, SELS1.2, V12.3, LS1, CS3.1**).

ENG8.6.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the sub-themes of "different cooking styles and preferences in the world; different food cultures in the world" through their writing tasks (**V4.5, V5.1, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.6.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG8.6.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG8.6.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or

what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V4.5, V5.1, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG8.6.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme “life in the world and culture” in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG8.6.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme “life in the world and culture” as in others (**D3.6, SELS2.1, CS2.13**).

ENG8.6.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme “life in the world and culture” on the sub-themes of “different cooking styles and preferences in the world; different food cultures in the world” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.6.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about different types of food and cooking styles in English by using target vocabulary and grammar.

Activity 1: ExpertChef Challenge

The teacher shows pictures of different foods and cooking styles (e.g., grilling, baking, frying, steaming) and elicits key vocabulary. Students discuss their favourite dishes and cooking methods in pairs. Students are divided into small groups (3-4 per group). Each group becomes an "ExpertChef Team" to create a unique recipe using given ingredients. Each group writes their recipe using target grammar, e.g., "imperatives for instructions, sequencing words like first, then, next, and simple present tense", e.g., "First, chop the vegetables. Then, fry them in olive oil". Groups present their recipes to the class, explaining the ingredients, the cooking method, and why their dish is special. After all groups present their dishes, the class votes on the most creative or delicious-sounding dish. Each team receives feedback from peers and the teacher on their use of vocabulary and grammar. Each student writes a short paragraph about a dish they'd like to cook, using the target language, e.g., "I'd like to cook _____ because it's _____. I would _____ and use _____". Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about different types of food and cooking styles in English by using target vocabulary and grammar.

Activity 1: ExpertChef Challenge

The teacher shows pictures of different foods and cooking styles, e.g., grilling, baking, frying, and steaming, and elicits key vocabulary. Students talk about their favourite dishes and cooking methods in pairs by completing sample sentence beginnings, e.g., "My favourite dish is _____" or "I really like _____". Students are divided into small groups (3-4 per group). Each group becomes an "ExpertChef Team" to create a unique recipe using given ingredients. Each group writes their recipe using target grammar, e.g., "imperatives for instructions, sequencing words like first, then, next, and simple present tense", e.g., "First, chop the vegetables. Then, fry them in olive oil", by completing sentence beginnings to create the paragraph. Groups present their recipes to the class, explaining the ingredients, the cooking method, and why their dish is special. The students check their notes if needed. After all groups present their dishes, the class votes on the most creative or delicious-sounding dish. Each team receives feedback from peers and the teacher on their use of vocabulary and grammar. Each student writes a short paragraph about a dish they'd like to cook, using the target language, e.g., "I'd like to cook _____ because it's _____. I would _____ and use _____". Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 7: LIFE IN NATURE & GLOBAL PROBLEMS

Sub-themes: Natural disasters and their damage on animals and nature; natural disasters and their damage on people's lives

This theme is centred on the concept of "life in nature and global problems" and covers the sub-themes of "natural disasters and their damage on animals and nature; natural disasters and their damage on people's lives". These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners' developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

FIELD SKILLS AND SUPPORTIVE SKILLS	FLFS1. Listening/Watching-Comprehension
	FLFS2. Reading-Comprehension
	FLFS3. Speaking-Expression
	FLFS4. Writing-Expression
	FLSS1. Grammatical: Selection and Use
	FLSS2. Vocabulary: Selection and Use
	FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS	D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values	V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS8. Sustainability Literacy, LS9. Art Literacy

INTERDISCIPLINARY

RELATIONS Turkish, Maths, Atatürk's Principles and History of Revolution, Physical Education and Sports, Visual Arts, Music, Counselling and Career Planning, Technology and Design

INTERSKILLS CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 8 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.8.7.L1. Students can prepare and get ready for listening (to)/watching about the current content on “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives”.

- a) *Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) *Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) *Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) *Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.8.7.L2. Students can bring together the information in the current content on “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives”.

- a) *Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) *Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.8.7.L3. Students can make sense of and derive meaning from the current content on “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives”.

- a) *Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) *Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) *Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) *Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) *Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) *Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) *Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) *Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.8.7.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.8.7.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.8.7.R1. Students can prepare for reading the content on “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*

- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.8.7.R2. Students can bring information together about the current content on “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*
- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.8.7.R3. Students can make sense of and derive meaning from the current content on “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.8.7.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.8.7.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*

- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*
- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.8.7.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*

- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.8.7.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.8.7.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.8.7.W3. Students can construct new written content on “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.8.7.W4. Students can practise producing written content based on the current theme “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*

- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.8.7.W5. Students can engage in the process of writing related to the content on “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*
- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.8.7.W6. Students can reconstruct their writing about the current theme on “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.8.7.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.8.7.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.8.7.S2. Students can analyse and understand the model content related to “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.8.7.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*
- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.8.7.S4. Students can construct meaningful spoken content about “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.8.7.S5. Students can reconstruct the information about “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.8.7.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in nature and global problems with natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” in relation to themselves or others, both individually and/or with others.

- a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

THEME 7: LIFE IN NATURE & GLOBAL PROBLEMS

Sub-themes: natural disasters and their damage on animals and nature; natural disasters and their damage on people's lives

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for natural disasters and their damage on animals and nature: A disaster, an earthquake, a flood, a twister/storm (tornado-AmE.), a forest fire (wildfire-AmE.), a volcano, a tsunami, a landslide, a cyclone/storm (hurricane-AmE.), drought.

Verbs: To shake, to affect, to destroy, to harm, to burn, to disappear, to collapse, to damage, to rescue.

Adverbs: Immediately, certainly.

Vocabulary for natural disasters and their damage on people's lives: A charity, a factor, a solution, injury, death, fear, damage.

Verbs: To avoid, to provide, to injure, to survive, to support, to cause, to prevent.

Adjectives: Safe, homeless, destructive.

Adverbs: Badly, suddenly.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social, and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

-Conditional 1: (If we provide immediate support to homeless people, they will certainly survive the disaster).

-Wish clauses: (I wish the earthquake hadn't destroyed so many homes and injured so many people).

Functions of the Grammatical Structures in Use:

-Use of conditional 1: Expressing possible future events or actions and their results based on specific conditions.

-Use of wish clauses: Expressing regrets or desires for situations to be different in the past, present, or future.

Target Social Language in Use:

It's the calm before the storm!

In the wake of the flood, many animals lost their habitats!

The flood was a wake-up call for better construction of houses!

Target Phonological Sounds in Use:

q, r, s, t, u

Vowel: u: (/ju:/, /ʌ/, /ju:/)

Consonants: q: /kju:/; r: /ɑ:/ (BrE.), /r/ (AmE.); s: (/s/, /ɛs/, /z/); t: (/ti:/, /t/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).

Generalisations/Principles/Key Concepts

Generalisations

The target concept of this theme “life in nature and global problems” and its components such as “natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “life in nature and global problems” and its components such as “natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” means but will not know how to say them in a foreign language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts

Natural disasters, natural disasters’ damage on animals, natural disasters’ damage on nature, natural disasters’ damage on people’s lives.

INDICATORS FOR LEARNING (Assessment and Evaluation)

EVALUATION FOR THE SKILLS AND THE CONTENT:

PERFORMANCE ASSIGNMENT: Students will prepare a poster about a natural disaster of their choice, such as earthquakes, floods, hurricanes, or wildfires. In their project, they will explain how people’s acts cause that natural disaster, how that natural disaster affects animals, nature, and people’s lives. They should include at least three specific examples, such as how floods destroy homes, how wildfires harm forests and animals, or how earthquakes impact cities and human life. The poster should include visuals such as pictures, drawings, or charts to show the damage and should use simple sentences. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES

Basic Acceptations: Preparedness/ Readiness

This theme is based on the students’ knowledge of “life in nature and global problems” and its components such as “natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives”. As they are lower secondary school students in year 8 (eight), they can know what “life in nature and global problems” and its components such as “natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 8 of lower secondary school, they can know some basic vocabulary about “life in nature and global problem” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in nature and global problems” and its components such as “natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and learning the current content on the concept of “life in nature and global problems”. Therefore, a dialogue game can be played to revise all vocabulary and grammatical items

from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students are asked to recall the concept of “life in nature and global problems” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “life in nature and global problems” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic “life in nature and global problems” and the sub-themes of “natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives”, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme “life in nature and global problems” is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their grammar, vocabulary and phonological selection and use skills.

ENG8.7.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about the content to prepare themselves to work on guessing the topic of the current theme **(V5.2, V5.3, V9.2, V16.2, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG8.7. L2

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V5.2, V5.3, V9.2, V16.2, LS1, LS4, LS5, CS2.2)**. They can realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG8.7.L3

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s) **(D3.2, V3.4)**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically **(D3.1, V5.2, V5.3, V9.2, V16.2, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases,

etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V5.2, V5.3, V9.2, V16.2, LS5)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the sub-themes of “natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/pin/ drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme “life in nature and global problems” are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6)(7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG8.7.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about and that their guesses were correct **(D3.4, V3.3, LS1, LS2, LS4, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/ watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG8.7.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme “life in nature and global problems”. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some Web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG8.7.V1

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme “life in nature and global problems”, the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/white board/blackboard in relation to the main components of the theme “life in nature and global problems” **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about the content, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first

part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then she/he asks them whether they understand the meaning of the part/paragraph (**D3.8, SELS3.1**). She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/clause/sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/ paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, S2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the related theme and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2 Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme “life in nature and global problems”. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of

a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG8.7.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising-discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme "life in nature and global problems" (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures. (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher

hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.7.R1

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme “life in nature and global problems” from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG8.7.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard related to the sub-themes of “natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” (**D3.6, V5.2, V5.3, V9.2, V16.2, LS2, LS5, LS8, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the “listening/watching- comprehension” section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG8.7.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme “life in nature and global problems” in terms of the sub-themes of “natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about the current content with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V5.2, V5.3, V9.2, V16.2, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG8.7.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG8.7.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about the current content to make a link between what they know and what they are going to write about (**D3.2, SELS1.1, CS2.12**). This includes examining all the audio/visual sources and elements provided for understanding the writing task (**V3.2, LS1, CS2.2**).

ENG8.7.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given (**CS2.2**). These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme “life in nature and global problems”. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/ or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/ example writing carefully (**V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks (**D3.6, SELS1.2, V3.2, LS1**).

ENG8.7.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own. They participate in several writing activities individually, in pairs, in groups and as a whole class (**D2.3, SELS2.2, V4.1**). Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others (**SELS2.1, LS1, CS2.13**).

ENG8.7.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic (**D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20**). They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects (**D1.4, SELS2.2, V3.4, V4.1, V4.2**). Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others (**SELS3.2, SELS3.3, V5.2, V5.3, V9.2, V16.2, LS5, CS2.14, CS3.3**). Storification and gamification techniques are actively and extensively used for further writing practice (**D2.5, LS9**).

ENG8.7.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher's and also peers' feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories,

dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14)**. All the content is formed as contextual, practical, authentic, real, and appropriate to the students' interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students **(D3.1, SELS1.2, V12.3, LS1, CS3.1)**.

ENG8.7.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the sub-themes of "natural disasters and their damage on animals and nature; natural disasters and their damage on people's lives" through their writing tasks **(V5.2, V5.3, V9.2, V16.2, CS3.3)**. They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing **(D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20)**. All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.7.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process **(SELS1.3)** and students talk about them individually and share them with the whole class **(D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15)**. After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas **(SELS1.2, SELS2.2, V4.3, V12.1, LS1)**.

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students' learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme **(V3.4, V4.5, LS1, LS5)**.

ENG8.7.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it **(SELS1.1, CS2.12)**. Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts **(SELS3.2)**. Then they can expand their language use and practice in each section by increasing the amount of speaking they do **(D1.3, V3.4, LS1, CS2.13)**.

ENG8.7.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given **(CS2.2)**. These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more

controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V5.2, V5.3, V9.2, V16.2, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG8.7.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme “life in nature and global problems” in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG8.7.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme “life in nature and global problems” as in others (**D3.6, SELS2.1, CS2.13**).

ENG8.7.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme “life in nature and global problems” on the sub-themes of “natural disasters and their damage on animals and nature; natural disasters and their damage on people’s lives” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.7.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To talk about natural disasters, their causes and impacts in English by using target vocabulary and grammar.

Activity 1: Survivors' Stories

The teacher divides the class into small groups of 3-4 students. Each group represents a news team reporting on a natural disaster. The teacher hands each group a disaster event card with key information. Groups use the information on their card to create a short "live news report" about the disaster, e.g., "Example card: Type of disaster: Earthquake, Location: A small town in Japan, Cause: Movement of tectonic plates, Impacts: Buildings destroyed, people evacuated, rescue operations underway". Their task is to create a report using relative clauses to describe the disaster and its impact. Groups prepare a short "live report" describing the disaster. Each student must contribute at least one sentence using a relative clause. The teacher encourages groups to make the report dynamic and include key vocabulary. All groups present their news report. Each group receives feedback from peers and the teacher on their use of vocabulary and grammar. Each student writes a short reflection on what they liked and enjoyed in today's lesson. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To talk about natural disasters, their causes and impacts in English by using target vocabulary and grammar.

Activity 1: Survivors' Stories

The teacher divides the class into small groups of 3-4 students. Each group represents a news team reporting on a natural disaster. The teacher hands each group a disaster event card with key information. The event cards are simplified, and they support students by providing sentence starters, e.g., "The tsunami, which _____, caused...". Their task is to create a report using relative clauses to describe the disaster and its impact. Groups prepare a short "live report" describing the disaster. Each student must contribute at least one sentence using a relative clause. The teacher encourages groups to make the report dynamic and include key vocabulary. All groups present their news report. Each group receives feedback from peers and the teacher on their use of vocabulary and grammar. Each student writes a short reflection on what they liked and enjoyed in today's lesson. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



THEME 8: LIFE IN THE UNIVERSE & FUTURE

Sub-themes: Transport in the future; self-driving cars; flying vehicles in the future

This theme is centred on the concept of “life in the universe and future” and covers the sub-themes of “transport in the future; self-driving cars; flying vehicles in the future”. These components (sub-themes) are integrated into the learning process through the contextualised use of target vocabulary, grammatical structures, phonological features, and social language expressions. The learning and teaching activities are designed to be meaningful, collaborative, and communicative, and are tailored to align with the learners’ developmental level, interests, needs, and preferences. The ultimate aim of this theme is to equip learners with the knowledge, skills, and experiences needed to effectively use English in their daily lives, both within and beyond the school environment.

CLASS HOURS 14

FIELD SKILLS AND SUPPORTIVE SKILLS FLFS1. Listening-Watching-Comprehension
FLFS2. Reading-Comprehension
FLFS3. Speaking-Expression
FLFS4. Writing-Expression
FLSS1. Grammaring: Selection and Use
FLSS2. Vocabulary: Selection and Use
FLSS3. Pronunciation: Selection and Use

CONCEPTUAL SKILLS -

DISPOSITIONS D1.1. Curiosity, D1.2. Independence, D1.3. Perseverance and Determination, D1.4. Self-Efficacy, D1.5. Self-Confidence, D1.6. Selectivity, D2.1. Empathy, D2.2. Responsibility, D2.3. Assertiveness, D2.4. Trust, D2.5. Playfulness, D3.1. Reasoning, D3.2. Focus, D3.3. Creativity, D3.4. Seeking the Truth, D3.5. Open-Mindedness, D3.6. Analyticalness, D3.7. Being Systematic, D3.8. Questioning, D3.9. Doubting, D3.10. Critical Perspective

INTERCURRICULAR COMPONENTS

Social-Emotional Learning Skills

SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill

Values V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence

Literacy Skills LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy

INTERDISCIPLINARY**RELATIONS**

Turkish, Maths, Atatürk's Principles and History of Revolution, Physical Education and Sports, Visual Arts, Music, Counselling and Career Planning, Technology and Design

INTERSKILLS

CS2.1. Conflict Resolution Skill, CS2.2. Observation Skill, CS2.3. Summarising Skill, CS2.4. Analysis Skill, CS2.5. Classification Skill, CS2.6. Information Gathering Skill, CS2.7. Comparison Skill, CS2.8. Inquiry Skill, CS2.9. Generalisation Skill, CS2.10. Inference Skill, CS2.11. Observation-Based Prediction Skill, CS2.12. Data-Based Prediction Skill, CS2.13. Structuring Skill, CS2.14. Interpretation Skill, CS2.15. Reflective Thinking Skill, CS2.16.1. Inductive Reasoning Skill, CS2.16.2. Deductive Reasoning Skill, CS2.16.3. Analogical Reasoning Skill, CS2.17. Evaluation Skill, CS2.18. Argumentation Skill, CS2.19. Logical Auditing Skill, CS2.20. Synthesis Skill, CS3.1. Decision-Making Skill, CS3.2. Problem Solving Skill, CS3.3. Critical Thinking Skill

Year 8 is structured based on inductive approach.

LEARNING OUTCOMES and PROCESS COMPONENTS

ENG.8.8.L1. Students can prepare and get ready for listening (to)/watching about the current content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future”.

- a) Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.*
- b) Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).*
- c) Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.*
- d) Students make rational predictions about the current content by looking at the supplementary visual elements provided.*

ENG.8.8.L2. Students can bring together the information in the current content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future”.

- a) Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.*
- b) Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.*

ENG.8.8.L3. Students can make sense of and derive meaning from the current content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future”.

- a) Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.*
- b) Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.*
- c) Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.*
- d) Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.*
- e) Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.*
- f) Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.*
- g) Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.*
- h) Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.*

ENG.8.8.L4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” in relation to themselves or others, both individually and/or with others.

- a) *Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.*
- c) *Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.*

ENG.8.8.P1. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” to develop holistic and conscious pronunciation skills after recognising them in context.

- a) *Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.*
- b) *Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.*
- c) *Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.*
- d) *Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.*
- e) *Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.*
- f) *Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts.*

ENG.8.8.R1. Students can prepare for reading the content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” efficiently and effectively.

- a) *Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.*
- b) *Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.*
- c) *Students make strong preliminary predictions about the current content based on explored and recognised relationships.*
- d) *Students make detailed predictions about the current content by exploring and examining the audio-visual clues in relation to it.*

ENG.8.8.R2. Students can bring information together about the current content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” through skimming, scanning and detailed reading.

- a) *Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.*

- b) *Students scan the current content by reading it silently and quickly to find key and major components.*
- c) *Students read the current content again silently and carefully to examine any significant semantic and structural details.*
- d) *Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.*

ENG.8.8.R3. Students can make sense of and derive meaning from the current content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future”.

- a) *Students classify significant and necessary elements of the current content in a meaningful way.*
- b) *Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.*
- c) *Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.*
- d) *Students make meaningful inferences from information in the current content by examining it critically.*
- e) *Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.*

ENG.8.8.R4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.*

ENG.8.8.V1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” after recognising them in context and developing their conscious and inductive vocabulary learning skills.

- a) *Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions.*
- b) *Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context.*
- c) *Students search the target audio/visual, and/or written content by scanning to find key components of the theme.*
- d) *Students listen/watching the content carefully and/or read it silently to identify and underline/ circle target unknown words.*
- e) *Students separate target (key-active) words from the other (non-key-passive) words in the target content.*
- f) *Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.*

- g) *Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.*
- h) *Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.*
- i) *Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.*
- j) *Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.*
- k) *Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.*
- l) *Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.*

ENG.8.8.G1. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future”, after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.

- a) *Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.*
- b) *Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.*
- c) *Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.*
- d) *Students find the commonalities between the sentences identifies and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.*
- e) *Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.*
- f) *Students formulate rule(s) about the same/target ‘grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.*
- g) *Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.*
- h) *Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.*
- i) *Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.*
- j) *Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.*

ENG.8.8.W1. Students can prepare for writing efficiently and accurately based on the current content about “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future”.

- a) *Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.*
- b) *Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.*

ENG.8.8.W2. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future”.

- a) *Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.*

ENG.8.8.W3. Students can construct new written content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” based on their understanding of the model(s) provided.

- a) *Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.*
- b) *Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.*
- c) *Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.*
- d) *Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.*
- e) *Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.*
- f) *Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.*

ENG.8.8.W4. Students can practise producing written content based on the current theme “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future”.

- a) *Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriated to the age and language level.*
- b) *Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.*
- c) *Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriated ones in line with the assigned type of writing and appropriate to the age and language level.*
- d) *Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.*

ENG.8.8.W5. Students can engage in the process of writing related to the content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future”.

- a) *Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).*

- b) *Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.*
- c) *Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.*

ENG.8.8.W6. Students can reconstruct their writing about the current theme on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” to communicate effectively about it.

- a) *Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.*
- b) *Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.*

ENG.8.8.W7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” in relation to themselves or others, both individually and/or with others.

- a) *Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.*
- b) *Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.*
- c) *Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process.*

ENG.8.8.S1. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future”.

- a) *Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.*

ENG.8.8.S2. Students can analyse and understand the model content related to “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” to support the production of spoken language.

- a) *Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.*

ENG.8.8.S3. Students can produce meaningful and accurate spoken content related to the current theme on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future”.

- a) *Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.*
- b) *Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.*
- c) *Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.*
- d) *Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.*

- e) *Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.*
- f) *Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.*

ENG.8.8.S4. Students can construct meaningful spoken content about “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” through efficient and meaningful practice.

- a) *Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.*
- b) *Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.*
- c) *Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.*
- d) *Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.*
- e) *Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.*

ENG.8.8.S5. Students can reconstruct the information about “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” when communicating with others.

- a) *Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.*
- b) *Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.*

ENG.8.8.S6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” in relation to themselves or others, both individually and/or with others.

- a) *Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.*
- b) *Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.*
- c) *Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.*

CONTENT FRAME

LIFE IN THE UNIVERSE & FUTURE

Sub-themes: transport in the future; self-driving cars; flying vehicles in the future

Target Vocabulary in Use (with revisional vocabulary):

Vocabulary for transport in the future: An accident, an airline, a distance, a drone, an engine, fuel/petrol (gas-AmE.), a passenger, power, a route, speed, a traveller (traveler-AmE.), a vehicle.

Verbs: To move, to charge.

Adjectives: Electrical, international, public (transport), efficient, powerful, noisy, advanced.

Adverbs: Loudly, quietly, instead.

Phrases: A sharing system, environmentally friendly.

Vocabulary for self-driving cars, flying vehicles in the future: An aircraft, a movement, jam, a destination, navigation, a battery, a wing, a sensor, air-taxi.

Verbs: To land, to take off, to prepare.

Adjectives: Electronic, alternative, high-tech, safe, reliable.

Adverbs: Differently.

Preposition: Except.

***National and Religious Days, Festivals, and Celebrations:** "29 October Republic Day", "23 April National Sovereignty and Children's Day", "19 May Commemoration of Atatürk, Youth and Sports Day", "15 July Democracy and National Unity Day", "30 August Victory Day", "Eid al-Fitr (Eid-al-Ramadan)", "Festival of Sacrifice (Eid-al-Adha)".

*(Relevant language content and (communicative) activities related to these national and religious days, festivals, and celebrations will be developed and integrated across all themes and in all appropriate sections wherever and whenever possible.)

*Local Cultural, Social, and Moral Considerations of the Theme

In this theme, specific examples, cases, situations, events, and practices reflecting Turkish social, cultural, and moral customs, traditions, and heritage will be included across all sub-themes. This consideration will be age-and-level appropriate and selected with the Turkish learners' social and cultural context in mind. A table for this section is provided in the introduction to the whole English Language Curriculum.

Target Grammatical Structures in Use:

- "Be going to Future" Tense: (The airline is going to prepare an environmentally friendly route for international passengers).

- The Simple Future Tense (will): (Self-driving vehicles will move more efficiently and reduce traffic jams in cities).

- Question Tags for the future: (Flying cars will land quietly at their destinations, won't they?)

Functions of the Grammatical Structures in Use:

- Use of "Be Going to Future" Tense: Expressing planned or intended actions or events in the near future.

- Use of the Simple Future Tense (will): Describing spontaneous decisions, predictions, or promises about the future.

- Use of Question Tags for the Future: Seeking confirmation or agreement about future actions or statements.

Target Social Language in Use:

Self-driving cars are like taking a ride to the future!

Flying cars are here.

The future is now!

We're on the fast track to the future with flying cars!

Target Phonological Sounds in Use:

V, W, X, Y, Z

Consonants: v: (/vi:/, /v/); w: (/w/); x: (/eks/, /ks/, /gz/); y: (/wai/, /j/, /ɪ/, /i:/); z: (/zed/ (Br), /zi:/ (AmE.), /z/)

*(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme).

Generalisations/Principles/Key Concepts**Generalisations**

The target concept of this theme “life in the universe and future” and its components such as “transport in the future; self-driving cars; flying vehicles in the future” is present in almost all languages. People who start to learn a new language bring their pre-existing knowledge with them and transfer it to their new language learning. For instance, a lower-secondary school student will know what “life in the universe and future” and its components such as “transport in the future; self-driving cars; flying vehicles in the future” means but will not know how to say them in a foreign language in another language if this has not yet been covered in their existing curriculum. However, this existing knowledge in their own language will help them recognise, understand, and learn the new information more easily in a foreign language, in this case, English.

Key Concepts:

Transportation, future, transportation in the future, self-driving cars, flying vehicles, self-driving cars in the future, flying vehicles in the future.

INDICATORS FOR LEARNING (Assessment and Evaluation)**EVALUATION FOR THE SKILLS AND THE CONTENT:**

PERFORMANCE ASSIGNMENT: Students will write a creative story set in the future, imagining a day in their life using self-driving cars and flying vehicles. They will describe how these technologies make travel easier, safer, or more exciting and include details about the vehicles’ design and features. Students will also reflect on how this advanced transportation affects daily life and the environment. The stories will be shared in class or displayed on a bulletin board. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.

LEARNING-TEACHING EXPERIENCES**Basic Acceptations: Preparedness/ Readiness**

This theme is based on the students’ knowledge of “life in the universe and future” and its components such as “transport in the future; self-driving cars; flying vehicles in the future”. As they are lower secondary school students in year 8 (eight), they can know what “life in the universe and future” and its components such as “transport in the future; self-driving cars; flying vehicles in the future” mean in their own language as it is known that almost all people who start to learn a new language bring their pre-existing knowledge (in their own language) with them and transfer it to their new language learning context. However, they may not know how to say these things in a foreign language if this has not yet been covered in their existing curriculum. Fortunately, this existing knowledge in their own language can help them recognise, understand, and learn them more easily in a foreign language, in this case English.

As they are students in year 8 of lower secondary school, they can know some basic vocabulary about “life in the universe and future” and also some necessary structures in English from the previous themes and/or years. These grammar items and vocabulary are revised during the “Revision Programme” at the beginning of the year, and they can be used as a basis for learning the new vocabulary and grammatical items in the current theme, so that the new grammatical elements in the current theme can be learnt easily.

Pre-Evaluation Process

It is expected that students’ physical, cognitive, affective, and social factors are appropriate and suitable for learning about the “life in the universe and future” and its components such as “transport in the future; self-driving cars; flying vehicles in the future”. Recalling and practising with relevant vocabulary and grammatical items in English that they have learnt in the previous years would be helpful as a basis for moving on and

learning the current content on the concept of “life in the universe and future”. Therefore, a dialogue game can be played to revise all vocabulary and grammatical items from the previous themes in previous years by giving instructions in English as a preparation practice. In this way, their performance can be evaluated by seeing how much they remember and how much they are able to understand and use the previously learnt vocabulary and chunks to build their competence in the current theme. It can be decided what to emphasise or practise in order to revise the previous knowledge and to facilitate the new vocabulary and chunks in the current theme. (Their performance can be evaluated by rubrics throughout these practices.)

Establishing Links

Students are asked to recall the concept of “life in the universe and future” by remembering their pre-existing background knowledge about it (imaginatively through thinking) in their own language to make links with the current activities in the theme in English without saying anything in Turkish and without translating anything until they start learning the target words in the current (new) concept in English. To remind them of their pre-existing background knowledge they already have about the current concept, many materials such as “a scene from a short film, a passage from a book, a part from a personal diary (journal), a part of a story, a collection of pictures, a part of an animation, a poster, an excerpt from a video etc.” related to this content can be shared with the class before the main teaching/learning flow begins. The materials about the current concept would give a general idea of the theme. Students are work on the material according to the instructions and try to grasp it. The teacher tries to check if they have an idea about the topic of the new theme with several activities. When they have finished working on them, the teacher asks them in English if they have understood what has been in the material. She/He asks them to write a related words that they already know (learnt in previous years) in English on a piece of paper and put it in the jar/ box that she/he has prepared. Alternative ways for checking their comprehension could be tried by the teacher.

They wait for it until they see the next visual, which is the main entry material of the theme, the digital introductory story, to see if their thoughts/guesses are true or not without asking any further questions.

Learning-Teaching Practices

WARM-UP TO THE WHOLE THEME (WELL-BEING)

Before starting to work on the theme “life in the universe and future” in the classroom, to prepare the students emotionally, cognitively, psychologically, and physically, a fun non-theme warm-up activity can be done as an icebreaker to help the students feel positive and ready for the whole learning process in class for their well-being (**D1.5, V12.1, V13.4**). This could be an activity such as a short game, a physical activity, listening to/singing a song/chant/rhyme, doing a riddle, solving a puzzle, saying a tongue twister, listening to an anecdote, a very short story, watching a pantomime/online story, etc. that has no relation or connection to the current theme and does not require any knowledge of the current theme in English (**D2.5, D3.3, SELS2.1, V4.4, V7.2, V13.2, LS4**). That is only for relaxation and preparation for the lesson.

INTEGRATION OF LANGUAGE SKILLS IN THE THEME

All language skills are used in an integrated way around a central topic “life in the universe and future” and the sub-themes of “transport in the future; self-driving cars; flying vehicles in the future”, allowing students to build background knowledge through receptive skills before moving on to productive tasks throughout the theme. They are combined in a meaningful and purposeful way and are integrated to support the learning outcomes of the theme. Although they are sequenced from receptive to productive in the teaching-learning practices, they are always used in a closely linked way that means each activity builds on the previous one to promote language development and to increase communicative competence. The theme “life in the universe and future” is characterised by a balanced integration of all the skills, where students engage with input (listening/watching-comprehension and reading-comprehension) and respond through output (speaking-expression and writing-expression) with the help of their grammar, vocabulary and phonological selection and use skills.

ENG8.8.L1.

PREPARATION FOR LISTENING/WATCHING: Students prepare to access the introduction to the whole theme. The teacher asks the students to remember what they have done during the “establishing links” session for recalling background knowledge about the related concept where they watched a short film scene prepared for that section (which is not a part of the introductory digital story of the theme) **(D3.2, V3.4, LS1, LS2, LS4)**. They remember what they already know about the content to prepare themselves to work on guessing the topic of the current theme **(V11.1, V16.2, LS1, LS5)**. They prepare to access the main materials of the theme for having connections by making predictions based on the short film in the “establishing links” session **(D3.8, V3.3, LS1, LS4)**.

ENG8.8. L2

BRINGING INFORMATION TOGETHER BY LISTENING/WATCHING: Students collect “general context clues” to understand the whole content by looking at visual clues before listening (to)/watching. The teacher asks the students to look at any visual material such as pictures, posters, and realia related to the current content to identify the topic of the content and to answer the question “What is the whole content about?” **(D3.6, V11.1, V16.2, LS1, LS4, LS5, CS2.2)**. They can realise that there might be different elements related to this concept **(D2.1, V4.5)**. The teacher asks them to look at the visuals quickly to make predictions about the topic of the whole theme by using the “listening (to)/watching for gist” strategy before listening/watching the main visual material of the theme, which is the introductory digital story **(D3.8, V4.5, LS1, LS4, LS5, CS2.11)**. The teacher asks the students to read the title of the theme and asks them to brainstorm by thinking about which words they already know and which words come to mind in connection with the title **(D3.4, LS2, CS2.12, CS2.16.2)**. She/He reminds them not to ask the meanings of any new/target words they do not know at this stage of the lesson. She/He reminds them that this is just a guessing activity to guess the general topic/theme of the context by using the words they already know and that there will be time to work on the new words of the current content later **(D1.4, V12.2)**. At this stage, some guessing games can be played to guess the main topic of the current content/theme by using the clues from the additional visuals such as pictures, posters, etc. related to the content, prepared and produced by the teacher, by using web 2.0 tools **(D2.5, D3.3, SELS2.1, V3.4, LS2, LS4, CS2.12)**.

ENG8.8.L3

MAKING MEANING THROUGH LISTENING/WATCHING: Students identify and recognise the topic of the current theme by listening (to)/watching the introductory digital story that provides a context for the whole theme. The teacher asks the students to listen (to)/watch the introductory digital story to recognise the topic of the theme in general (This is a kind of preparation to work on the target key vocabulary in the later stages of the lesson(s) **(D3.2, V3.4)**). The teacher asks the students to recall the work done with visuals (the scene from a short film) in the “establishing links” session about the current context shown earlier during the listening (to)/ watching session **(D3.2, LS2)**. Students watch the digital introductory story and consolidate the identification of the target theme as a whole **(CS2.13)** without stopping the video at any point, so that the students can hear/ see the context as a whole and understand the theme holistically **(D3.1, V11.1, V16.2, LS2, LS4, LS5)**.

MAKING MEANING THROUGH THE MAIN COMPONENTS OF THE THEME BY LISTENING/WATCHING: Students find and identify the main components of the current content by listening (to)/watching the context quickly through scanning. The teacher organises a scanning activity to find out the components as the basic and most important details of the current content through the introductory digital story to help students learn and know more about the current theme. She/He asks the students to listen and watch the story again without stopping, by scanning/looking for any relevant words or concepts that are heard in the story **(D3.6, V3.4, LS2, LS4, LS7)**. The teacher hands out a sheet to the students on which there is a list of words/phrases,

etc. to tick, circle or underline. Students circle or tick the ones that they have heard through watching the story very quickly without stopping. The teacher could apply different versions of scanning activities such as finding important elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(D3.2, D3.6, D3.7, LS1, CS2.4)**. In this way, they will be able to understand the story in general through the main elements and components by eliminating the irrelevant ones. Students share with the whole class the words and components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1, V4.4)**. Then they discuss the accuracy of the findings as a whole class **(SELS2.2, CS2.8)**. This is evaluated as described in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. After having watched the introductory digital story, the teacher places five headings on the smart board/whiteboard/blackboard which are on the target vocabulary list of the related theme as clues to the components of the current theme **(D3.7, V11.1, V16.2, LS5)**. She/He places a corresponding picture next to each component and writes the name of each heading. She/He guides students to understand the heading of each category with the help of pictures. The teacher asks the students to work with the words they already know during this phase of the lesson **(SELS1.2)**. Students work on these categories with the help of the scenes from the introductory digital story **(D3.6, LS2, LS4)**. The teacher reads the headings aloud a few times by pointing to the corresponding pictures on the board and the students repeat them. Then the students say the headings all together. For working on the sub-themes of “transport in the future; self-driving cars; flying vehicles in the future” further, the teacher asks volunteers to go to the board and choose the picture (already provided by the teacher) to stick/ pin/ drag it on the white/black board or the smart board (if the teacher asks) **(D1.2, D1.6, D2.3, SELS1.2, V3.4, V20.4, LS2, LS4)**. Then, they say the headings (components) together as a whole class. In this way, the main components of the theme “life in the universe and future” are introduced to the students in English **(LS5)**. At this stage, the meanings of the target words are not studied, but the categorisation of the basic components contributes to their recognition of the concept in general. The teacher could ask the students to decide which words in the introductory digital story they do not know and to note them while reading the text later in the reading session **(D1.2, D1.6, D3.8, SELS1.1, V3.4)**. This could be evaluated as described in items (1), (2), (3), (6) (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. All this work helps them understand the main categories through classifications and also the inferences they make while listening to and watching the introductory digital story and/or examining the picture related to the content. In this way, they recognise and comprehend the main concept as a whole through categorisation, comparison, and inference **(D3.6, D3.7, CS2.5, V3.3, LS2, LS4, LS7)**.

ENG8.8.L4.

REFLECTING ON THE LISTENING/WATCHING PROCESS: Students check the accuracy of their prior guesses, reflect on their ideas and feelings about the listening/watching session, and give feedback to each other. After the students listen (to)/watch the introductory digital story to find the main components of the theme, the teacher asks them whether their guesses they made during the “establishing links” session, looking at visuals session, and their first listening (to)/watching session have been correct **(D3.8, V4.2, V4.3, LS2, LS4)**. As they have already seen a scene from a short film created about the concept of the current theme, during the “establishing links” session earlier, and looked at some supplementary visuals (pictures, the title of the theme) and also they saw the picture related to the introductory digital story they can easily answer what the current theme is about and that their guesses were correct **(D3.4, V3.3, LS1, LS2, LS4, CS2.8)**. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole listening (to)/ watching process and students talk about them individually **(SELS1.3)** and share them with the whole class **(D2.3, SELS.2.1, V4.2)**. After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas **(SELS2.2, V4.2, V10.3)**.

ENG8.8.P1.

RECOGNITION OF TARGET PRONUNCIATION: Students recognise the pronunciation and other phonological aspects of target utterances, including sentences, clauses, phrases, words, and sounds in the current theme. The teacher asks the students to listen (to)/watch an extract from the introductory digital story as the main context for noticing the target phonological elements (**LS1, LS2, LS4**). She/He asks them to pay attention to the target pronunciation and/or other phonological aspects in the current content. The teacher asks them to notice how the target phonological aspects are used in context. Starting with the extract from the digital story, students go on with other contextual examples and activities to hear and understand the use of target elements in context (**D3.2, D3.6, V3.4**).

SELECTION AND USE OF TARGET PRONUNCIATION (AND OTHER PHONOLOGICAL ASPECTS): Students select and use accurate, natural, and authentic target pronunciation and other phonological aspects of the target utterances including sentences, clauses, phrases, words, and sounds in the current theme “life in the universe and future”. After recognition activities, students repeat the target utterances including sentences, clauses, phrases, words, and sounds in the current theme aloud a few times as a whole class with accurate and natural pronunciation and other phonological aspects after listening (to)/watching the recordings that the teacher has prepared beforehand using some Web 2.0 programmes or some other AI-based technologies (**D3.2, V3.4, LS1, LS2**). To help the students pronounce the target utterances including sentences, clauses, phrases, words, and sounds accurately, the teacher could offer variations with some techniques such as showing the target utterance to the students and they say it or letting them listen to the recording, then turning off the recording randomly and students say the utterances they hear from the recording (**D3.2, D3.7, D2.3**). Several fun pronunciation games could be played, such as shadow reading, bingo, odd one out, pronunciation maze, minimal pairs, rhyming games, and several sound exercises by getting help from AI technologies (**D2.5, SELS2.1, V3.4, V4.2, LS1, LS2, LS4**). Along with the target utterances, the target sounds such as vowels, consonants, and diphthongs of the theme are also practised in the same ways. This is evaluated as described in items (1) and (2) as described in the section 1.2. Principles for the Implementation of the English Curriculum (**D3.2, D3.6, D3.7**).

FURTHER PRACTICE OF THE TARGET PRONUNCIATION: Students practise pronunciation with further activities for practice, consolidation, feedback and reflection. The teacher could use tape recording and feedback techniques. Students read aloud and record a text with the target utterances including sentences, clauses, phrases, words, and sounds in the current theme provided by the teacher, at home (**D1.2, D1.6, D2.3, SELS3.1, V4.1, V5.1, LS2, LS5**). They bring their recording(s) to school. First, they listen to the correct pronunciation of the text, provided by the teacher, in class. Then they listen to the recordings of individual students. During or after listening to the texts recorded by the students at home, the students give self-feedback or peer feedback on the pronunciation of the words in the recordings (**D2.4, D3.6, SELS1.3, SELS2.2, V4.1, V12.1, V14.1, LS1, LS5**). If available, a different version of the recording technique could be applied in the class. The teacher asks the students to discuss, say/talk about something, which they already know, related to the theme. Groups take turns to talk and the rest of the class listens (**D2.3, D2.4, SELS2.2**). During this session, the teacher records their discussions. After each group's performance, the class listens to the recording for pronunciation and everyone gives feedback on it, including the individual students who have spoken during the discussion (**D1.2, D1.6, D2.4, SELS2.2, V4.2, V5.1, V9.2, LS1**). The teacher can get help from AI-based technologies for these activities if available. Students' performances are evaluated as explained in items (1) and (2) in the section 1.2. Principles for the Implementation of the English Curriculum. The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole pronunciation process and students talk about them individually (**SELS1.3**) and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, SELS2.2, V4.2, V5.1, V9.2, LS2, CS2.15**). After the reflection and feedback session, they talk again about the components of the theme, by correcting their mistakes or improving their ideas (**SELS1.2, V3.3, V6.2, V10.3, LS1, LS2**).

ENG8.8.V1

PREPARATION FOR THE WORK ON THE TARGET VOCABULARY: To scan for finding the main components of the theme “life in the universe and future”, the teacher asks the students to listen to and watch the introductory digital story to remember the topic of content mentioned in the previous listening/watching sessions. The teacher also asks them to check their predictions made in the first listening/watching session at the beginning of the lessons on the current theme once more again **(D3.8, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS7)**. Then the teacher asks the students to read the relevant parts of the written version of the introductory digital story provided by the teacher by scanning (reading very quickly) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations with the headings that the teacher has previously written on the smart board/white board/blackboard in relation to the main components of the theme “life in the universe and future” **(D3.7, D3.2, D3.6, V3.4, LS1, LS2, LS4, LS5, CS2.4, CS2.8)**. Students read the written extract from the story very quickly to check the main components corresponding to the headings that the teacher has written on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their seats **(D3.2, D3.6, V3.4)**. The teacher could apply different versions of scanning activities such as finding important components, categories, and elements on a list and circle them, looking at a list and finding which elements do not take place in the story, etc. whenever she/he likes **(LS1, LS7, CS2.4, CS2.8)**. In this way, they can understand the story in general better with the help of reading this time after the listening/watching sessions held earlier through the main elements and components by eliminating the irrelevant ones **(D3.2, D3.6, D3.7, V3.4, LS1, LS2, CS2.16.1)**. Students share with the whole class the components they have found and ticked/circled/underlined on the list given by the teacher to them **(D2.3, SELS2.1)**. Then they discuss the accuracy of the findings as a whole class **(D2.4, D3.6, D3.10, SELS2.2, V3.4, V4.2, V16.3, LS1, CS2.8)**.

RECOGNITION OF TARGET VOCABULARY (AS CONTENT KNOWLEDGE): To read for the details for finding the new target vocabulary the teacher asks the students to read the written version of the introductory digital story (or another written text for working on the target vocabulary) in pairs in a jigsaw reading activity **(D3.2, SELS2.2)**. One peer reads the first half of the story/text and the second peer reads the other half silently in a given time **(V3.4, V4.1, V9.2, LS1, CS2.6)**. The teacher asks them to look out for new words whose meanings they do not know during this silent and detailed reading and asks them to look out for new (target) words they have previously noted during the listening/watching sessions **(D1.2, D1.6, D3.6, D3.8, V3.3, V16.1, LS7)**. They are then asked to share these words with their peers without discussing their meanings in the text **(D2.4, D3.2, SELS2.2, V4.2, V6.2)**. The teacher starts working on the new (target) words here. In this way, they have a detailed reading, understand the story better, and find the new (target) words that they do not know to work on.

RECOGNITION OF TARGET VOCABULARY: To separate key (active) and non-key (passive) target vocabulary in context: To check whether the students know any of the target key vocabulary about the content, the teacher asks them to say the new words whose meaning they do not know and which they have noticed and noted during their silent jigsaw reading session and the students do that **(D1.2, D1.6, D2.4, D3.2, D3.8, V3.3, V6.2, LS1, LS4)**. When they say the words, the teacher writes them on the smart board/blackboard/whiteboard by putting them on two lists. She/He writes the key (active) target words on one list and the non-key (passive) target words on the other list (that she/he has already decided on earlier when planning the lesson). She/He quickly covers the non-key words with examples, pictures, question-answers, however, spends more time on the key target words as described below **(D3.2, D3.6, V1.2, V3.4, LS2, LS4)**.

RECOGNITION OF TARGET VOCABULARY: To find “part/paragraph context clues” in the parts/paragraphs of the story (context): The teacher asks the students to watch the introductory digital story again, paying attention to which part of the story the unknown words that they do not know are in the utterances **(D3.2, D3.6, SELS3.1, V3.4, LS1, LS4)**. He wants to introduce the meanings of the target key (active) vocabulary related to the theme that the students do not know part by part. Then she/he asks them to read the first

part/paragraph in the written version of the story (or similar text) where the unknown words (active key target vocabulary) appear (**D3.2, D3.6, SELS3.1, V3.3, LS5, LS7, CS2.8**). Then she/he asks them whether they understand the meaning of the part/paragraph (**D3.8, SELS3.1**). She/He asks them to discuss the meaning of the part/paragraph in pairs in general without knowing the meaning of each new target word and asks what helps them understand the meaning of the part/paragraph (**D3.6, SELS2.2, V4.1, LS1, LS7**). Students discuss the meaning of the part/paragraph in pairs (**D3.10, SELS2.2, V4.2, CS2.18**) and report back to the class. The teacher takes notes on the board and writes what the part/paragraph is about in one word/phrase/sentence in the story (**V6.2, LS1, LS5, CS2.16.1**). As each part/ paragraph covers a different but related piece of the whole topic, they realise that each part/paragraph contains new target words about a specific part of the whole theme. This helps them think about what each new target word in each part/paragraph could be about (**D3.2, D3.6, SELS3.1, CS2.16.1**). These activities are evaluated as described in items (3), (4), (5), (6), (7), and (8) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION OF TARGET VOCABULARY: To find “sentence clues”/“the indirect context clues” for the target key (active) words in the sentences in context: The teacher helps the students deal with each target key word by looking around these words in the sentences for collecting clues which can help them understand the meaning of these unknown target words. Starting from the first unknown target (key) word, students are asked to look at the words around the target (key) words (**D3.2, D3.6, D3.8, D3.9, D3.10, SELS3.1, LS1, S2.1, CS2.16.3**). These clues could be linking words, adjectives, adverbs, determiners, suffixes, prefixes, time expressions that can help them understand the meaning of the unknown target word (but they do not talk about the terminology and parts of speeches, instead they talk about the meanings and functions of these supportive surrounding words). The teacher asks students to work in pairs to go through and list the “indirect clues” for each word (**D3.5, D3.7, SELS2.2, V3.4, V4.2, CS2.7, CS2.17**). When they finish working in pairs, the teacher goes through each word with the whole class and listens to what clues they have found to understand the meaning of the unknown target (key) word in the sentences (**SELS3.1, V4.1, LS7**). This is evaluated as described in items (3), (4), (6), (7), (8), and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

RECOGNITION AND SELECTION OF TARGET VOCABULARY: To practise with the target words: To practise with the target vocabulary that the students work on through “sentence clues/indirect context clues”, the teacher checks their understanding again by showing them some realia that she/he has already provided (**D3.2, D3.6, V3.3, LS5, CS2.5**). The teacher shows them to the students and asks them to think about what they are and share them with their peers and then they check the answers with the whole class (**D2.3, D3.6, SELS2.1, V4.2, CS2.19**). Then the teacher asks the students to watch the introductory digital story again and shows the corresponding pictures to the students when the corresponding vocabulary is mentioned in the story, without stopping the video while they are watching the story (**LS2, LS4**). When they have watched the whole story, the teacher shows the realia/visual elements, etc. about the content and asks in the form of two options, one of which is a word from the previous themes that they already know (**D3.6, LS5, CS2.7, CS3.1**). As they have studied the words through the “part/paragraph and sentences clues” in reading the text earlier, the students can choose the correct option when they hear the words for the related theme and they answer them after talking about them in pairs (**D3.6, SELS2.2, V4.1, V6.2, LS2, LS4, LS5, CS3.1**). In this way they can further practise the meaning of the target words. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2 Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Further vocabulary practice through dialogical work: The teacher shows the story again, and from the beginning, whenever a target vocabulary item is mentioned in the story, the teacher stops the video and asks questions (or lets the students ask and answer each other). In this way, they are engaged in various dialogues and use the target words in these dialogues (**D2.3, D3.8, SELS2.1, V4.1, V6.2, LS5, LS6, CS2.8**). So, they revise and practise the meanings of the target (key) vocabulary of the theme “life in the universe and future”. This kind of technique could be applied with different and enjoyable activities according to the preference of the teacher. These activities are conducted in the form of

a dialogue where their learning can be checked as described in items (2) and (6) in the section 1.2. Principles for the Implementation of the English Curriculum. Further activities and games are played at this stage to reinforce the meaning of the target words by using several materials including AI-based and web 2.0 (**D2.5, SELS2.1, V3.4, V4.2, V4.4**). They can be done with real pictures on the white/blackboard if there is a problem with technology. These activities are evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET VOCABULARY: Consolidation of the target vocabulary: To further practise the target vocabulary, the teacher can prepare an activity with images/pictures of target vocabulary using the web 2.0 tools. She/He mixes these images/pictures for the target vocabulary items and puts them in a raffle programme by using a web 2.0 tools or a real box in the classroom. She/He asks the students to take turns to go to the white/black board and to draw a picture related to the target components of the current theme (**D2.3, SELS1.2**). Then students say several things about the items in the picture (**D1.5, D2.3, V3.4, LS1, LS5, LS6, CS2.20**). The teacher asks the students in their seats to take notes while the student at the white/black board talks about the picture she/he has drawn and to give feedback by raising yes/no cards, or correcting if there are mistakes, etc., and also repeat the sentences after him/her (**D3.9, D3.10, SELS2.2, V3.4, CS3.3**). When the student at the white/black board finishes, the teacher asks her/him to put the picture under the right category that she/he has previously placed on the white/black board earlier. In this way, images/pictures that are relevant to the concepts of the target theme will be revised and consolidated once again through categorisation (**D3.6, D3.7, CS2.5**). The teacher asks the students to write a definition or an example sentence in their personal dictionaries and then asks them to exchange their dictionaries with their peers and check each other's spelling and definitions (**D1.2, D1.6, D3.1, SELS2.2, V3.4, V6.2, CS2.20**). Students' learning can be checked and evaluated as described in items (3), (4), (6), (7), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum. When the vocabulary session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.1, SELS1.3, SELS2.1, SELS2.2, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V6.1, V9.2, V10.3**).

ENG8.8.G1

RECOGNITION OF TARGET GRAMMATICAL ITEMS (AS CONTENT KNOWLEDGE): Consciousness raising-discovery for the use of target language structures in inductive learning process: The teacher writes some sentences on the smart board/blackboard/whiteboard and asks them to read the sentences. Then she/he asks them to watch the introductory digital story again to draw their attention to the use of target grammatical structures of the theme "life in the universe and future" (**D3.2, LS7**). The introductory digital story is replayed so that the students can notice the use of language with the target grammar structures (**LS2**). While watching the introductory digital story, the teacher stops at the scenes where the language with the target grammatical structures is used. When the students finish watching the introductory digital story again, the teacher asks the students to read and examine the example sentences carefully (**D3.2, D3.6, LS7, CS2.2, CS2.6, CS3.2**). Then she/he asks the students to work in pairs and find similar sentences with the target grammar structure(s) in the theme to those written by her/him on the smart board/blackboard/whiteboard (**SELS2.2, V3.4, CS2.7**). The students look at the written version of the story and find similar sentences to those given by the teacher as examples (**D3.2, D3.6, CS2.4, CS2.7**). The teacher then asks the students to discuss and list the common features in these sentences and what kind of things are used repeatedly and why they think they are used in that way (**D3.1, D3.6, D3.10, SELS3.1, V3.3, V4.2, CS2.4, CS3.3**). Students examine the teacher's example sentences, find the similar sentences in the written version of the story and discuss them by making a list of similarities and repeated commonalities (**D3.6, SELS3.2, V3.3, V3.4, V4.2, LS7, CS2.4, CS2.7**). The teacher asks the pairs to say what they have found (**D2.3, CS2.10**). As the pairs say what they have found, the teacher writes them on the board and gives the class time to look at them and think about them (**D3.6, D3.10, SELS2.2, V3.3, CS2.10, CS2.16.1, CS3.3**). Then the teacher

hands out a piece of paper and asks the students to make a rule about what they have noticed regarding the target structures. Students create a rule about the use of target grammatical structures of the theme by working in pairs and they read it to the class and give each other feedback on the rules (**D3.1, SELS2.2, SELS3.3, V3.3, LS1, CS2.9, CS2.16.1**). The teacher shows a sentence that explains the rule correctly and asks the students to check if their rules are correct or the teacher gives a table in which the rule for the language with the target grammatical structure is incomplete. She/He asks the students to complete it by working in pairs (**D3.1, SELS2.2, V4.2**). Then they check the rule as the whole class and reflect on their experiences on how and how much they have learnt (**D2.4, SELS1.1, SELS1.3, V6.1, V10.3, LS1, CS2.15**). This process is applied again for the other target grammatical structures in the theme if there are any. These activities are evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

SELECTION AND USE OF TARGET GRAMMATICAL ITEMS IN CONTEXT: Students practise the use of the language including the target grammatical structures: The teacher asks the students to work on grammar tasks she/he assigns (**D2.2, D2.3, V3.3, V3.4, CS2.13**). These tasks could be the ones that the teacher provides. The teacher shows some other contents in the form of a dialogue, a short paragraph, a short story, etc. with sentences including the target grammar structures and asks the students to find the sentences with the target grammatical structures in them and asks if they understand them easily (**D3.2, D3.7, D3.10, CS2.13, CS2.20, CS3.3**). She/He facilitates some oral or written activities and exercises for the students to further practise the target grammatical structures in context in pairs or groups (**SELS2.2**). She/He also facilitates more fun activities and games in which students talk, act out, mime, write, etc. with pen and paper, digital, AI-based, etc. materials and contexts so that they can practise and consolidate the target grammatical structures by selecting and using them accurately, efficiently, and naturally in context (**D2.5, D3.2, D3.3, SELS2.1, V4.2, V4.4, LS2, CS2.13**). They engage in several dialogic activities in which they share information, ideas and thoughts for communicating with their classmates. They exchange information and ideas to others by using target grammatical content (**D3.5, SELS2.2, V3.4**). When the session is over, the teacher asks the students to reflect on their ideas, thoughts, and feelings about the grammar discovery and use process. Students reflect on their experiences individually and share them with their classmates and the whole class (**D1.2, D1.6, D2.3, SELS1.3, V6.1, LS6, CS2.15**). They also give feedback to each other (**D2.1, D2.4, V4.2, V10.3, SELS2.2**). This is evaluated as described in items (5), (8) and (9) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.8.R1

PREPARING FOR READING: The teacher facilitates reading activities throughout the theme “life in the universe and future” from the first lesson to the end, when and where necessary with precise techniques and the necessary amount. Reading starts from earlier stages and continues throughout the theme in various forms and amounts as it is explained above (in the vocabulary section) in terms of how it is taught and when it needs to be clarified. Various reading styles such as silent reading, jigsaw reading and speed reading are used during the pre-reading, while-reading and post-reading phases. The ultimate aim of reading practice is to enhance comprehension, improve fluency, develop critical thinking skills and the ability to comprehend and talk about the current content and related issues in a meaningful way (**V3.2, LS1, CS3.3**). Students are provided a new text(s) to practise their reading skills through the current theme. They look at the surrounding visual materials, the title of the text and other supportive elements to guess the topic of the new reading content and they make predictions to be checked after reading the text (**D1.1, SELS3.1, V3.3, LS4, CS2.2, CS2.11, CS2.16.2**).

ENG8.8.R2

BRINGING INFORMATION TOGETHER THROUGH READING: Students read the new reading text carefully to check their predictions made in the preparation session at the beginning of the lesson (**SELS1.2, V3.4, LS1, CS2.8**). Then they read the text very quickly (scanning) to check the main components and categories with the help of visual elements such as pictures, symbols, drawings, illustrations that are provided by the teacher (**V3.3, LS4, LS7, CS2.4, CS2.6**). They compare the components they have found in the text with those written by the teacher on the smart board/whiteboard related to the sub-themes of “transport in the future; self-driving cars; flying vehicles in the future” (**D3.6, V11.1, V16.2, LS2, LS5, CS2.7**). Students read the text very quickly to check that the main components correspond to the headings written by the teacher on the board and then they tick/circle/underline them on the list (already provided by the teacher) at their desks (**V3.4, LS7, CS2.8**). The teacher could use different versions of the scanning activities as described in the “listening/ watching- comprehension” section above. In this way, they can understand the text in general better with the help of scanning (**CS2.16.1**). They share the components with the whole class (**SELS2.1**) and then they discuss the accuracy of the results as a whole class (**D2.3, D3.6, SELS2.2, V4.2, LS1, CS2.8**).

ENG8.8.R3.

MAKING MEANING THROUGH READING: Students read the new text silently in pairs in a jigsaw reading activity as they have done in the vocabulary session earlier (**D3.2, SELS2.2, V4.1**). During the reading session, they look out for new words whose meanings they do not know (if there are any, other than the target words previously covered in the listening/watching-comprehension and vocabulary recognition sessions) (**CS2.6**). They work on the new words in the same way as in the vocabulary sessions. Then they deal with the semantic meaning conveyed in the text through display questions, then semi-closed activities and then open-ended activities (**V3.3, V6.2, LS1, CS2.4, CS2.6**). They deal with the meaning by using strategies from the closed to the open-ended range to understand the theme “life in the universe and future” in terms of the sub-themes of “transport in the future; self-driving cars; flying vehicles in the future” mean from different perspectives to build their own understandings (**D3.6, D3.8, SELS3.1, CS2.13**). The teacher facilitates a number of activities to help the students improve their comprehension, synthesis and evaluation skills after applying the knowledge they have gained from the reading process (**SELS3.2, SELS3.3, CS2.3, CS2.17, CS2.20**). After this stage, they work on activities to connect their knowledge and skills they have acquired about the current content with CLIL (history, maths, science, etc.) and cultural issues to be able to enrich their perspectives on the current theme (**D3.5, SELS3.2, V3.4, V11.1, V16.2, LS1, LS5, LS6, CS2.13, CS2.14**). In this way, they will have the opportunity to develop their knowledge and language competence through reading. They can have the opportunity to develop their cognitive, emotional, cultural, social, and creative skills through the process of reading (**SELS3.3, V7.2, CS2.20**).

ENG8.8.R4.

REFLECTING ON THE READING PROCESS: Students reflect on their thoughts, ideas and feelings in relation to the whole reading-comprehension process (**SELS1.3**). They talk about them individually and then share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

ENG8.8.W1.

PREPARATION FOR WRITING-EXPRESSION: Students are facilitated throughout the theme with writing activities, from the first lesson to the last when and where necessary with precise techniques and the necessary amount of writing. At the beginning of the writing process, students recall their pre-existing knowledge about the current content to make a link between what they know and what they are going to

write about **(D3.2, SELS1.1, CS2.12)**. This includes examining all the audio/visual sources and elements provided for understanding the writing task **(V3.2, LS1, CS2.2)**.

ENG8.8.W2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the writing task they have been given **(CS2.2)**. These are limited and short pieces of writing to see how the language, including the target vocabulary and grammatical structures, is used in the written language, after hearing and seeing them through listening and reading activities in the theme “life in the universe and future”. Initially, they practise the language in a more controlled way, writing to repeat or simply explain what they have heard and seen and/ or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the model/example writing carefully **(V3.4, LS2, LS5, CS2.4, CS2.19, CS3.2)**. They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to current content in their later free writing tasks **(D3.6, SELS1.2, V3.2, LS1)**.

ENG8.8.W3.

CONSTRUCTION OF NEW WRITTEN CONTENT: After working on a sample/model writing task, students begin to produce/construct similar tasks of their own. They participate in several writing activities individually, in pairs, in groups and as a whole class **(D2.3, SELS2.2, V4.1)**. Their products could range from writing a word to a phrase, a clause to a full sentence, a group of sentences to a short paragraph, an essay to a short story. These writing activities will help students to produce and display meaningful written language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme as in others **(SELS2.1, LS1, CS2.13)**.

ENG8.8.W4.

PRACTISING BY PRODUCING WRITTEN CONTENT: Students are encouraged to produce a variety of written products such as sentences, acronyms, paragraphs, messages, posters, e-mails, quotes, poems, songs, essays, diaries/journals, blogs, scripts for plays, documentaries, films, etc. to express their ideas, thoughts, and feelings in relation to the current topic **(D1.5, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.20)**. They take part in individual or collaborative projects to improve their writing skills together with social, cultural, cognitive, and affective aspects **(D1.4, SELS2.2, V3.4, V4.1, V4.2)**. Within this variety, they can find the opportunities to show how they can use the language that they have learnt to describe and comment on the current content for developing new ideas about them in different genres of writing, according to their potential needs for expressing themselves and communication with others **(SELS3.2, SELS3.3, V11.1, V16.2, LS5, CS2.14, CS3.3)**. Storification and gamification techniques are actively and extensively used for further writing practice **(D2.5, LS9)**.

ENG8.8.W5.

PROCESS WRITING: Controlled writing of words, sentences and paragraphs turns to process writing with the support of the teacher’s and also peers’ feedback in the theme. This process is expanded and supported with additional activities. New contexts in the form of written/photo-picture strip/pantomime/video stories, dialogues, etc. for students to write responses, lines, parts, answers, scripts, etc. to practise further by writing with the language including the target words and grammatical structures related to the theme in fun, enjoyable, varied, and versatile activities **(SELS2.2, SELS3.2, V3.4, V7.2, V7.3, LS9, CS2.13, CS2.14)**. All the content is formed as contextual, practical, authentic, real, and appropriate to the students’ interests, and language level. Students improve their writing after reviewing the feedback they receive and this spiral, cyclical, and ongoing work becomes a progressive path for students **(D3.1, SELS1.2, V12.3, LS1, CS3.1)**.

ENG8.8.W6.

RECONSTRUCTING/COMMUNICATING THROUGH WRITING: Students communicate their ideas, thoughts and feelings about the sub-themes of “transport in the future; self-driving cars; flying vehicles in the future” through their writing tasks (**V11.1, V16.2, CS3.3**). They can use AI-based technologies for various activities, by having access to authentic materials. They can also produce digital written materials and projects at school and at home in a variety of ways to interact and communicate with peers and/or other people inside and outside school by using the language including target words, language chunks, and the social language expressions for the relevant theme in their writing (**D3.3, SELS2.3, V3.4, V4.2, V11.1, LS2, LS4, LS5, CS2.20**). All writing activities can be evaluated as described in items (3), (4), (5), (9), (10), (11) and (12) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.8.W7.

REFLECTING THROUGH WRITING: The teacher asks the students to reflect on their thoughts, ideas and feelings in relation to the whole writing-expression process (**SELS1.3**) and students talk about them individually and share them with the whole class (**D1.2, D1.6, D2.3, SELS2.1, V4.2, CS2.15**). After the reflection and feedback session, they revise their work by correcting their mistakes and improving their ideas (**SELS1.2, SELS2.2, V4.3, V12.1, LS1**).

SPEAKING-EXPRESSION

Practising through speaking from controlled to communicative stages: The teacher facilitates speaking activities throughout the theme from the first lesson to the last. Speaking activities support students’ learning and help them to produce meaningful language for personal expression and communication with others, by using the language including the target words, grammatical structures and social language expressions of the theme (**V3.4, V4.5, LS1, LS5**).

ENG8.8.S1.

PREPARATION FOR SPEAKING: In the beginning, students recall their background knowledge about the theme through listening/watching and/or reading and then they talk about it (**SELS1.1, CS2.12**). Students practise the target language items in a controlled way, by saying, repeating, explaining what they hear and see in the context, for instance, in the introductory digital story and the listening and reading sections in different contexts (**SELS3.2**). Then they can expand their language use and practice in each section by increasing the amount of speaking they do (**D1.3, V3.4, LS1, CS2.13**).

ENG8.8.S2.

ANALYSING AND UNDERSTANDING THE MODEL: Students listen (to)/watch and/or read some models of the speaking task they have been given (**CS2.2**). These are limited and short pieces of speaking to see how the language, including the target vocabulary and grammatical structures, is used in the spoken language, after hearing them through listening activities in the theme. Initially, they practise the language in a more controlled way, repeating some utterances, simply explaining what they have heard and seen, and/or what they are asked to do about the target theme in context. At this stage, they try to understand how the language is used in the target content by examining the speaking model/example carefully (**V3.3, V11.1, V16.2, LS1, CS2.4, CS2.19, CS3.2**). They try to understand and plan how they can convey the knowledge they have gained throughout the theme, the thoughts, ideas, and feelings they have developed in relation to the current theme in their later free speaking tasks (**D3.6, SELS1.2, V3.2, V3.4, LS5**).

ENG8.8.S3.

PRODUCTION OF MEANINGFUL AND ACCURATE CONTENT: In the later stages of the lessons, the teacher prepares new contexts for the students in the form of new written/photo-picture strip/pantomime/video stories, dialogues, etc. as new opportunities to practise further by seeing/hearing/reading the language including the target words and grammatical structures related to the theme “life in the universe and future” in fun, enjoyable, varied, and versatile activities (**SELS3.2, V7.2, LS9**). These newly created contents are contextual, practical, authentic, real, and appropriate to the students’ age, interests, and language level. They participate in such speaking activities individually, in pairs, in groups and as a whole class (**D3.2, SELS2.2, V4.2, CS2.20**).

ENG8.8.S4.

CONSTRUCTING MEANINGFUL SPOKEN CONTENT: Students produce various spoken content and their products could range from producing a simple utterance including a word to a phrase, a clause to a full sentence, a group of sentences to a short speech, a dialogue to a spoken presentation (**SELS3.3, V3.4, CS2.20**). These speaking activities will help students to produce accurate and meaningful spoken language for personal expression by selecting and using target words, grammatical structures and social language expressions in this theme “life in the universe and future” as in others (**D3.6, SELS2.1, CS2.13**).

ENG8.8.S5.

RECONSTRUCTING/COMMUNICATING THROUGH SPEAKING: Collaborative and communicative activities are designed and used to revise and consolidate the whole theme “life in the universe and future” on the sub-themes of “transport in the future; self-driving cars; flying vehicles in the future” (**V4.5, LS5, CS2.13, CS2.14**). Storification, drama, and gamification techniques are actively and extensively used for further speaking practice throughout the theme (**SELS2.1, SELS2.2, V4.1, V4.2, LS4, LS9**). Students are encouraged to produce several spoken products related to the extended contexts such as dialogues, speeches, short texts, presentations, etc. to interact and to communicate with peers and/or other people inside and/or outside the school by using the language including the target words, language chunks, and social language expressions for the current theme (**SELS2.3, V3.4, V7.1, V7.2, LS1, CS2.20**). AI-based technologies can be used for various activities, giving students access to authentic materials. They can also produce digital materials and projects for speaking at school and at home through recordings (**D3.3, SELS3.1, SELS3.2, V7.3, V11.1, LS2**). All these speaking activities can be evaluated as described in items (1), (2), (3), (4), (5), (7), (8), (9), (10), and (11) in the section 1.2. Principles for the Implementation of the English Curriculum.

ENG8.8.S6.

REFLECTING THROUGH SPEAKING: Students are encouraged to reflect individually or collaboratively in groups on their own individual learning (**SELS1.3**) or on their collaborative learning in pairs, groups or as a whole class collaboratively (**D2.3, SELS2.2, CS2.15**). The activities will help and support students in these feedback and reflection sessions. Their feedback is shared with peers and the teacher and takes the form of interactive and ongoing feedback that can help their own improvement (**SELS1.2, SELS2.1**) and also they contribute to the improvement of their peers in their learning processes (**V4.1, V4.3, V12.1, V12.3, LS1**).

DIFFERENTIATION

Expansion

Objective: To practise the language to solve problems and make decisions related to a space mission in English by using the target vocabulary and grammar.

Activity 1: Space Mission: Decision Time

The teacher informs the students that they are part of a space crew heading to Mars. Along the way, they face several challenges and must decide what to do using the first conditional. She/He divides the class into groups of 4-5 and assigns each student a role (Commander, Engineer, Scientist) and provides each role with specific expertise. (Engineer: Deals with technical problems/ Scientist: Evaluates the impact on research/ Astronaut: Ensures safety and well-being). Then, the teacher gives each group a problem card and tells students that they have 3-5 minutes to discuss solutions using the first conditional. (Example problems: The solar panels are damaged /An oxygen tank is leaking). When the time is up each group shares their decision with the class. All members must justify their suggestions using the first conditional. Example solution: Commander: "We decided to fix the solar panels immediately". Engineer: "If we repair the panels now, we'll have enough power for the rest of the mission". As a follow-up activity, students record a voice note as an astronaut reporting to mission control, explaining the challenges they faced and their decisions using the first conditional. Students reflect on their thoughts and feelings about the activity.

Supporting

Objective: To practise the language to solve problems and make decisions related to a space mission in English by using the target vocabulary and grammar.

Activity 1: Space Mission: Decision Time

The teacher tells students they are part of a space crew heading to Mars. Along the way, they face several problems and must decide what to do using the first conditional. She/He divides the class into groups of 4-5 and assigns each student a role (commander, engineer, scientist) and provides each role with a problem card with simplified vocabulary and visuals. (Example problem card: Problem: "The rocket is running out of fuel". Support Prompts: If we, we the mission. Provide a choice of solutions on the card to guide responses, e.g., "We can find extra fuel. /Turn back to Earth". Then, the teacher tells students that they have 3-5 minutes to discuss solutions using the first conditional. When the time is up each group shares their decision with the class. All members must justify their suggestions using the first conditional. Each group receives feedback from peers and the teacher on their use of vocabulary and grammar. Each student writes a short reflection on what they liked and enjoyed in today's lesson. Students reflect on their thoughts and feelings about the activity.

TEACHER REFLECTIONS

FOR MORE TEACHER REFLECTIONS SCAN THE QR CODE.



