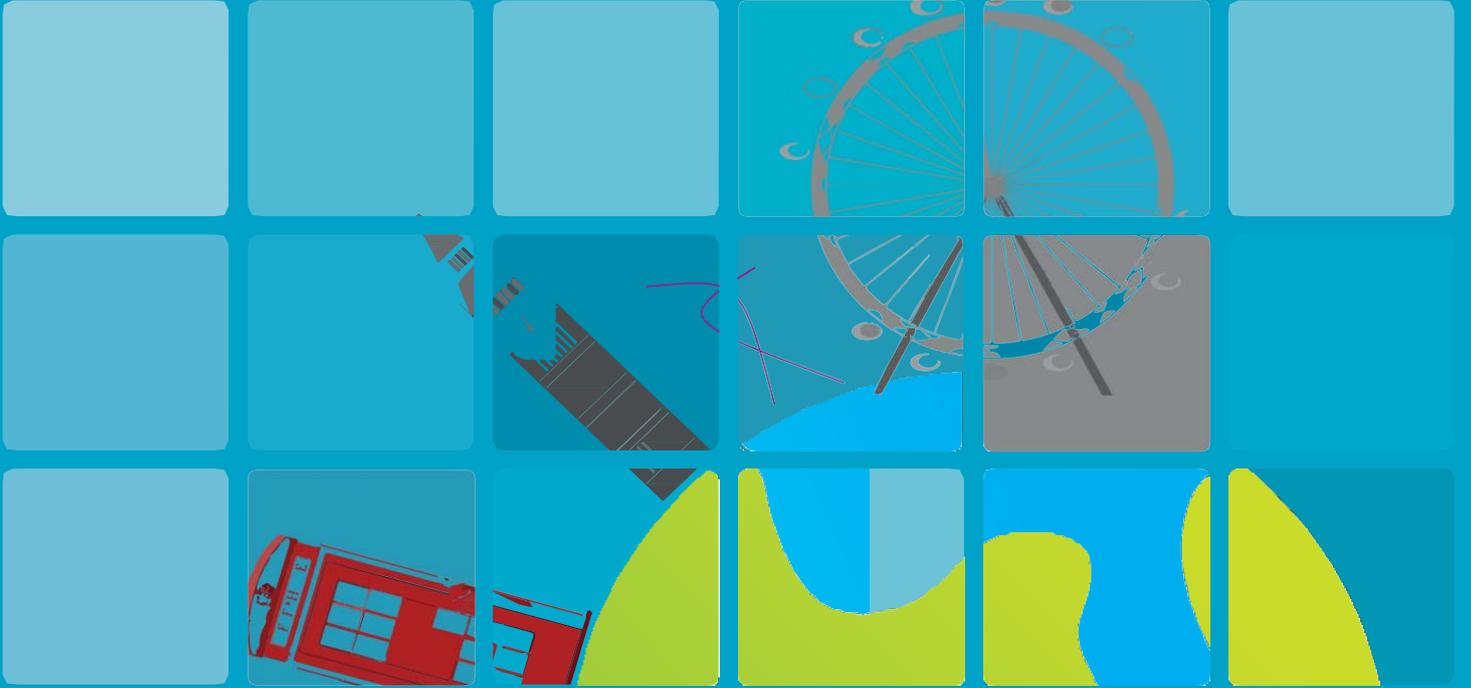




T.C.
MİLLÎ EĞİTİM BAKANLIĞI



YABANCI DİL AĞIRLIKLI 5. SINIF İNGİLİZCE DERSİ
ÖĞRETİM PROGRAMI





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ANKARA - 2017

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MAJOR PHILOSOPHY OF THE PROGRAM

A timely and an operative educational program for English language requires a periodic revision of the contents and methodological infrastructure. Furthermore, the recent changes in Turkish educational system, which entailed a transition from the 8+4 educational model to the new 4+4+4 system, have led to a need for the revision of current teaching programs, which has recently been completed in the early 2017. However, the present tentative educational program is particularly designed to address a need for an intensive English course for the 5th grades of the lower secondary education. Turkey has always sought ways to equip millions of learners in lower and upper secondary education with higher proficiency in English so as to get them ready for the requirements and realities of the business and academic life and to have them become world citizens who are able to communicate successfully with other cultures and communities across the globe. This objective has made it inevitable to focus on teaching English to young learners throughout a well-structured and balanced intensive English program. This specific national objective shaped the curricular nature and dynamics of the new intensive course for the 5th grade.

In designing the intensive English language teaching program for the 5th grade, the principles and descriptors of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) were closely followed. The CEFR particularly stresses the need for learners to put their learning into real-life practice in order to invest in fluency, proficiency and language retention (CoE, 2001); accordingly, such a curricular philosophy accentuates language use in authentic communicative contexts and simulations. No single language teaching methodology was viewed as flexible enough to meet the needs of learners at various proficiency and developmental stages and to address a wide range of learning styles and preferences. Thus, an eclectic blend of instructional techniques has been adopted, drawing on an action oriented approach, allowing learners to experience English as a vehicle of communication, rather than focusing on the language as a topic of study. Therefore, use of English is emphasized in classroom interactions of all types, supporting learners in becoming language users, rather than students of the language, as they work toward developing communicative competence (CoE, 2001).

As the CEFR considers language learning to be a lifelong undertaking, developing a positive attitude toward English from the earliest stages is essential. Therefore, the present program strives to foster an enjoyable and motivating learning environment where learners feel comfortable and supported throughout the learning process. Authentic materials, drama and role play, and hands-on activities are implemented to stress the communicative nature of English. An integrated approach to the development of language skills is emphasized in particular. In addition, the educational program supports teachers with some solid suggestions for the outside-the-class tasks, such as regular extensive reading assignments, specific tasks and practices in line with the linguistic objectives of the units and types of contexts to be utilized in teaching and practicing particular language skills or components. Those developmentally appropriate learning tasks and contexts are expected to provide a continued focus on building the learner autonomy and problem-solving skills that are the basis for communicative competence.

Parallel to the English Language Teaching Program (for 2th – 8th grades) published by the Board of Education in 2017, the present program for the 5th grade is based on communicative principles to English language teaching. It organizes the curricular objectives with regard to language skills and functions (uses), not in terms of any dichotomy or classification on grammatical forms (usages). Thus, the present program is based on a series of thematic and communicative syllabi, success of which is inevitably dependent upon the analogous approach in teachers' instructional choices, measurement repertoire and in learners' practice.

GENERAL OBJECTIVES OF THE PROGRAM

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

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

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

KEY COMPETENCES IN THE PROGRAM

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

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

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

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

VALUES EDUCATION IN THE PROGRAM

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

Similar with the efforts spent for the inclusion of the eight key competences to the program, the values were primarily embedded into the themes and topics of each unit as much as the language skills and functions covered in those units permitted such an update. Teachers and course book authors are encouraged to make use of key competences and values depicted in the program.

MEASUREMENT AND EVALUATION APPROACH OF THE PROGRAM

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

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

In addition to alternative process oriented measurement techniques and self-assessment, formal evaluation will be carried out through the application of written and oral exams, quizzes, homework assignments and projects in order to provide an objective record of students' success. This aspect of the measurement procedures is based on Bachman's (1990) theoretical proposals for measurement 'communicative competences'. The explicit philosophy of the program toward measurement is that all kinds of measurement procedures, including summative and formative assessment techniques or product and process oriented tests are to;

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

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

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

SUGGESTED MEASUREMENT TECHNIQUES FOR THE ASSESSMENT OF LANGUAGE SKILLS

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

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

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

STRUCTURE OF THE CURRICULUM

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

Instructional design: The English Language Teaching Program of the 5th grade is divided into three major learning stages with respect to the language uses, functions and learning materials. Forty units designed for the 5th grade covers and integrates four communicative skills, reading, listening, speaking and writing, and the units propose those skills as the major curricular objectives. By the 10th unit, speaking skill is divided into two major sub-skills, 'spoken production' and 'spoken interaction', as indicated in the CEFR (CoE, 2001). Hence, the practitioners are expected to focus on language skills as course objectives and plan their lessons accordingly. In addition, the program provides the target audience, teachers in particular, with solid pedagogic suggestions, all of which are in line with research findings, indicating that younger children learn best through songs, games, and hands-on activities (Cameron, 2001). To this end, tasks and contexts are offered to the teachers to shape their lessons in parallel with the contemporary methodological prerequisites as well as with needs and expectations of 5th-grade learners. Such an approach to program design is supported by Krashen's (1988) argument that language input must be interesting, relevant and comprehensible to stimulate comprehension.

It is also important to note that the English Language Teaching Program for the 5th grade is an intensive one, proposed for a whole educational year, comprising around 550 hours of classroom input and practice. The workload for learners is thus demanding, which requires a specific focus on what and how learners prefer doing when they learn English in and outside the classroom. The proficiency level for this grade is identified as 'beginning of B1', which can also be labeled as B1.1. The following years of the lower secondary education (6th, 7th and 8th grades) are expected to brush up and slightly improve the learners' English proficiency up to B1.2 as the final outcome of the basic education. The targeted language proficiency is expected to help learners attain success in English course of the upper secondary education

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

Instructional materials: For the 5th grade, 40 sample units are structured around interrelated yet independent themes. The use of thematic units is supported by Hale and Cunningham (2011), who point out that this approach allows educators to present new information in a manner that is both relevant and interesting to learners, encouraging them to build on existing knowledge while at the same time revisiting earlier material in as a means of supporting retention. In order to create a link between language learning and daily life, the themes for each unit have been chosen to reflect ideas and issues that are familiar to young learners. Therefore, themes such as family, friends, animals, holidays, leisure activities and so on are highlighted. In consideration of the CEFR's emphasis on developing intercultural competence and appreciation for cultural diversity (CoE, 2001), cultural issues are also addressed mostly at contextual dimension.

Materials developers are encouraged to follow this model in the design of integrated resources that can be tailored to meet the needs of learners in a diverse range of contexts with respect to school type, sociocultural outlook and economic status, thus allowing classroom teachers greater discretion in the selection of appropriate activities and learning materials (Trujillo, Torrecillas, & Salvadores, 2004). On the other hand, although previous English language curricula were designed according to the principles of communicative language teaching, conventional textbooks have often allowed for too much flexibility in classroom application. As a result, there has been a tendency among some teachers to use the tasks that are presented, frequently de-emphasizing their communicative aspect. For instance, instead of teaching an interactive question-and-answer song, a teacher might adapt it as a listen-and-fill-the-blanks activity. To address this issue, teacher resource packs, which may consist of lesson plans, printed handouts, flashcards, audio-visual materials and so on, will be considered besides textbooks. These packages may be adapted according to a particular teaching context, thus supporting classroom instructors in meeting the needs of their students while at the same time

maintaining compliance with the objectives of the newly established curricular model.

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

A Model for the English Language Teaching Program (Positioning the 5th Grade)

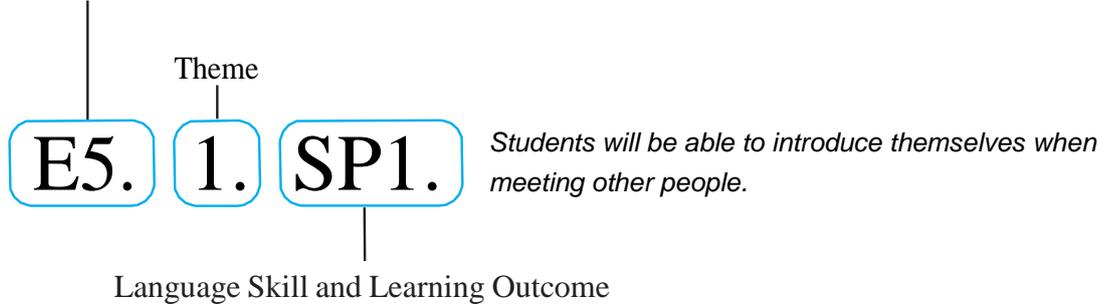
Levels [CEFR*]	Grades	Skill focus	Main activities/Strategies
1 [A1]	2	Listening and Speaking	TPR Arts and crafts Games/Drama
	3	Listening and Speaking Very Limited Reading and Writing ^o	
	4	Listening and Speaking Very Limited Reading and Writing ^o	
2 [A1] to [B1.1]	5	Integrated Skills: Listening and Speaking Reading and Writing	Arts and Crafts Communicative Tasks Games/Drama Theme-based [∞]
3 [B1.1] to [B1.2]	6	Integrated Skills: Listening and Speaking Reading and Writing	
	7	Integrated Skills: Listening and Speaking Reading and Writing	
	8	Integrated Skills: Listening and Speaking Reading and Writing	

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

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

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

Course and Grade



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

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

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

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

IMPORTANT ISSUES FOR THE APPLICATION OF THE PROGRAM

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

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

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YABANCI DİL AĞIRLIKLI 5. SINIF İNGİLİZCE DERSİ ÖĞRETİM PROGRAMI

5. Sınıf Öğretim Programı, yoğun bir İngilizce programı olarak öğrencilere, Avrupa Dilleri İçin Ortak Başvuru Metni'nde belirlenen düzeylerden A1 ve A2 seviyelerini sunduktan sonra programın ikinci döneminde B1 (Eşik Düzey) seviyesinin yarısına kadar (B1.1) İngilizce öğretimi sağlamaktadır. Beşinci sınıfın sonunda öğrencilerin özellikle üretimsel dil becerileri anlamında A2 seviyesinin yeterliklerini yerine getirmeleri, B1 seviyesinin de programda B1.1 olarak tanımlanan dil becerileri ve unsurlarını edinmeleri hedeflenmiştir. İşlev ve iletişim odaklı izlencelerin gereklerine uygun bir biçimde, gerçekleştirilmesi hedeflenen iletişimsel işlevler ve sözcükler/sözcük öbekleri bir konu bütünlüğü içinde belirlenmiş ve bağlamsal olarak sunulmuştur. Öğrencilerin dil üretimlerine zemin oluşturacak zenginlikte ve miktarda girdi sağlayabilen ve buna paralel olarak seçilmiş belirli etkinlik ve görevlerle mevcut dil becerilerini geliştirebilen bir program hazırlanmıştır. Tüm iletişimsel becerilerin tümleşik bir biçimde ele alındığı ve temrin edildiği B1.1 seviyesinin sonunda öğrencilerin; günlük konularla ilgili durum ve olayların geçtiği bağlamlarda temel kelime dağarcığıyla İngilizceyi kullanabilecek yeterlikte dil becerilerine sahip olmaları, akademik veya profesyonel jargon içermeyen basit sözlü veya yazılı metinlerin ana fikrini bulup kendi görüşlerini sözlü veya yazılı söylemler ve temel sözvarlığıyla ifade edebilmeleri, sözcük ve yapısal sınırlılıklarına rağmen aile, hobiler, ilgi alanları, günlük yaşam ve okul hakkında İngilizce iletişim kurabilmeleri amaçlanmıştır.

EŞİK DÜZEY KULLANICI

Ara ve Orta Düzey Kullanıcı (B1.1) Ortak Yeti Açıklamaları

Öğrenciler günlük konular ve bağlamlarla ilgili temel sözvarlığıyla tasarlanmış sözlü ve yazılı metinleri anlayabilir; aile, hobiler, günlük temel etkinlikler ve olaylar, ilgi alanları, günlük yaşam ve okul hakkında iletişimsel bağlamlara kısıtlı sözvarlığıyla katılabilir, bu bağlamlar ve olaylar hakkında basit sözlü ve yazılı metinler ve söylemler üretebilir. Yaş, ilgi alanları ve gelişimsel özelliklerine uygun olan metin veya bağlamların ana fikri hakkında akıl yürüterek basit ifadelerle iletişim kurabilir.

5. SINIF / 5th GRADE

Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
1 Hello!	<p>Greeting and saluting Hi! Hello! Good morning/afternoon/evening/night! Good bye!/ Bye! Have a good/nice day/weekend. See you (soon). Take (good) care of yourself. How are you? —I'm fine, and you? —I'm okay, thank you. How are you? —Great, thanks. —Not bad. —Not so good. Nice/Glad to meet you. Nice meeting you. I am glad/pleased to meet you. —Me, too. —My pleasure.</p> <p>Introducing oneself What is your name? —My name is/ I am Büşra/Can. This is/I am Emine/Erdal. ... a student. How old are you? —I'm eleven years old.</p> <p>Spelling names How do you spell your name? —B –U –R –C –U</p> <p>Talking about places of the objects There is a Turkish book on my desk. There are pencils in my bag. My pencil is under the desk. The board marker is next to the door.</p>	<p>Listening E5.1.L1.Students will be able to understand oral texts including simple personal information. E5.1.L2.Students will be able to understand oral texts about places of the objects.</p> <p>Speaking E5.1.S1.Students will be able to introduce themselves when meeting other people. E5.1.S2.Students will be able to spell their names. E5.1.S3.Students will be able to talk about places of the objects.</p> <p>Reading E5.1.R1.Students will be able to understand personal information given in picture stories, conversations and cartoons. E5.1.R2.Students will be able to understand written simple texts about places of the objects.</p> <p>Writing E5.1.W1.Students will be able to fill in a chart to provide personal information.</p>	<p>Contexts Captions Cartoons Charts Conversations Illustrations Lists Notes and Messages Picture Stories Posters Probes/Realia Rhymes Songs Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Matching Making puppets Questions and Answers Storytelling</p> <p>Assignments • Students prepare a visual material (poster, ID card or alike) to give information about themselves.</p>

5. SINIF / 5th GRADE

Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
2 My Classroom	<p>Giving and responding to simple instructions</p> <p>—Repeat after me please. —Open your course books. —Please open page fifteen. —Sit down/Stand up please. —Clean the board. —Listen to your friend/teacher. —Be all ears, please. —Turn over the page. —Work individually/in pairs/in groups. —Can/May I go to the rest room/canteen/etc.? —Sure. /Yes, you can/may. —I am sorry/I am late. —Can/May I ask a question? —Sure. /Yes, you can/may. —Where is the rest room/canteen/library/etc.? —It is on the ground/first/second floor. —It is next to the library.</p> <p>Expressing likes and dislikes</p> <p>What is your favorite class/course? —My favorite class/course is music. —I like English and math. —I like Turkish course. —I dislike candies. —I dislike junk food.</p> <p>Making simple requests</p> <p>—Excuse me? /I'm sorry. — Say that again please. —Can you say that again please? —Can you write it on the board, please?</p> <p>Talking about general and specific people and things</p> <p>a/an/the class/course/eraser/pen/pencil/pencil sharpener/ glue/scissors/handout/quiz board/bookshelf/chair/desk/waste bin art/language/math/music/physical education/ science/social studies</p>	<p>Listening</p> <p>E5.2.L1.Students will be able to understand simple oral texts about giving and responding to simple instructions.</p> <p>Speaking</p> <p>E5.2.S1.Students will be able to talk about their likes and dislikes in a simple way. E5.2.S2.Students will be able to make simple requests. E5.2.S3.Students will be able to respond to simple instructions.</p> <p>Reading</p> <p>E5.2.R1.Students will be able to understand simple written texts about making simple requests. E5.2.R2.Students will be able to understand simple written texts about likes/dislikes.</p> <p>Writing</p> <p>E5.2.W1.Students will be able to prepare a list of learning tools and materials.</p>	<p>Contexts</p> <p>Cartoons Conversations Instructions Lists Notes and Messages Podcasts Posters Probes/Realia Rhymes Signs Songs Tables Videos</p> <p>Tasks/Activities</p> <p>Arts and Crafts Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Labeling Matching Making puppets Questions and Answers</p> <p>Assignments</p> <ul style="list-style-type: none"> • The teacher assigns the first graded reader* to the students. <p>* The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</p>

5. SINIF / 5th GRADE

Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
3 Family Members	<p>Asking about and introducing family members Who is s/he? — S/he’s my ... Who is this/that? — This/that is my ...</p> <p>What is her/his job? — She is a doctor/nurse/teacher. — He is a driver/engineer/farmer/fireman/mechanic/police officer.</p> <p>What does s/he do? — She studies at a university. — He works at a bank. — He works as a mechanic. — She works for a company as a director.</p> <p>Describing oneself and other people What is s/he like? — She is tall and blonde. —He is bald and middle aged. —She is tall and slim. —He is young and thin.</p> <p>Talking about possessions I have got brown hair. S/he has got brown eyes. He has got curly hair and a moustache.</p> <p>aunt/brother/cousin/daughter/family father/grandfather/grandmother/grandson /granddaughter/mother/niece/nephew/ sister/son/uncle</p>	<p>Listening E5.3.L1.Students will be able to recognize kinship terms. E5.3.L2.Students will be able to comprehend simple oral texts about the occupations.</p> <p>Speaking E5.3.S1.Students will be able to exchange information about the occupations. E5.3.S2.Students will be able to give simple descriptions of their family members.</p> <p>Reading E5.3.R1.Students will be able to comprehend short written texts including descriptions of people. E5.3.R2.Students will be able to understand short written texts about possessions.</p> <p>Writing E5.3.W1.Students will be able to fill in charts and/or visuals about occupations.</p>	<p>Contexts Captions Cartoons Charts Conversations Lists Notes and Messages Podcasts Postcards Probes/Realia Rhymes Posters Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Labeling Matching Making puppets Questions and Answers</p> <p>Assignments <ul style="list-style-type: none"> • Students prepare a simple visual family diagram describing the family relationships. </p>

5. SINIF / 5th GRADE

Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
4 Sweet Home	<p>Talking about places of objects and parts of a house Where is the bathroom? — It's over here/over there. ... right here/right there. — It's on your right/left. — It's next to the bedroom.</p> <p>Where is the vacuum cleaner/kettle/iron/mixer/teapot/remote controller/etc.? — It's in the living room. — It's on the sofa. — It's under the table/counter. — It's in the cupboard/wardrobe.</p> <p>Describing size and shapes Is there a round object in your room? — Yes, there is. The mirror is round. — No, there is not/isn't.</p> <p>Are there square objects in the kitchen in your home? — Yes, there are. The trays and some plates are square. — The TV is flat and rectangular. — The dining table is round and big. — The red sofa is large. — The white fridge is big.</p> <p>Talking about possessions Have you got a bookcase in your room? — Yes, I have. — No, I have not. — Yes. I have got a bookcase. — No. I have not got a bookcase, but I have got some books.</p> <p>Has s/he got pillows on the sofa? — Yes, s/he has. — No, s/he has not. — Yes. S/he has got some pillows. — No. S/he has not got any pillows.</p> <p>bathroom/bed/bedroom/chair/cup/fork/garage/home/house/knife/kitchen/living room/playroom/kettle/plate/shampoo/soap/sofa/spoon</p> <p>Take it easy</p>	<p>Listening E5.4.L1.Students will be able to comprehend simple descriptions of places of objects and parts of a house.</p> <p>Speaking E5.4.S1.Students will be able to talk about places of objects and parts of a house. E5.4.S2.Students will be able to talk about possessions.</p> <p>Reading E5.4.R1.Students will be able to understand simple descriptions of places of objects and parts of a house. E5.4.R2.Students will be able to comprehend simple descriptions of size and shapes.</p> <p>Writing E5.4.W1.Students will be able to make simple descriptions of places of objects and parts of a house on a poster.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Instructions Lists Maps Notes and Messages Podcasts Postcards Posters Signs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Labeling Matching Making puppets Questions and Answers</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students draw a simple plan of an imaginary house and describe parts of a house and specific objects. • Students perform a find someone who activity to gather information about their possessions.

5. SINIF / 5th GRADE

Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
5 My Town	<p>Asking for and giving directions Excuse me, how can I get to the city center? — Go ahead and turn left on Uçarlı Street. — Take the second turn on Tirebolu Avenue.</p> <p>Excuse me, where is the bus station? — It's on Papatya Street.</p> <p>Talking about locations of things and people Where are you (now)? — I am in the library (now). — I am in the market (now).</p> <p>Where is the cinema? — It's next to the post office. — It's between the bank and pharmacy. — It's in the shopping mall.</p> <p>Thanking and responding to thanking — Thanks. — Thank you very much. — Thanks a million/bunch!</p> <p>— It is OK. — It is so kind of you. — You are (most/quite) welcome. — Most/quite welcome.</p> <p>around//in front of/near/next to/ opposite/... ... the barber ...the bank ... the hospital ... the library ... the mosque ... the butcher ... the shopping mall ...the grocery ... the post office ... the pharmacy ... the book/toy shop ... the bakery ... the pool ... the stationary ...the bus station ... the metro/tube ...the cinema/theater/museum</p> <p>between the shop and the bus stop the parking lot and the bus station</p> <p>a stone's throw</p>	<p>Listening E5.5.L1.Students will be able to understand simple directions to get from one place to another.</p> <p>Speaking E5.5.S1.Students will be able to talk about the locations of things and people in simple conversations. E5.5.S2.Students will be able to give simple directions. E5.5.S3.Students will be able to thank and respond to thanking in simple conversations.</p> <p>Reading E5.5.R1.Students will be able to understand simple written texts about locations of things and people.</p> <p>Writing E5.5.W1.Students will be able to prepare a simple map of their neighborhood and describe the locations.</p>	<p>Contexts Advertisements Captions Cartoons Conversations Instructions Maps Notes and Messages Podcasts Postcards Posters Probes/Realia Signs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Labeling Matching Making puppets Questions and Answers</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students draw a map of their neighborhood and give directions of different locations to their peers in groups. • Students write short descriptions to get from home to school. • The teacher assigns the second graded reader* to the students. <p><small>* The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</small></p>

5. SINIF / 5th GRADE

Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p>6 Games and Sports</p>	<p>Expressing ability and inability Can you play checkers? — No, but I can play chess. Can your sister/brother play football? — Yes, s/he can. No, but s/he can play basketball. Can you ride a bicycle? — Yes, I can. — No, I cannot/can't. Are you able to run fast? — Yes, I am able to. — No, I am not able to.</p> <p>Describing what people do regularly Do you play computer games? — No, I do not. I go fishing. What are your hobbies? — Playing chess and tennis.</p> <p>Expressing likes and dislikes What is your favorite exercise? What are your favorite sports? Which exercise/sports do you like? — Cycling. — I like jogging. Yin lives in Beijing and he likes playing tennis. Julio lives in Madrid and he likes playing football. Hans and Yuka do not like hide and seek.</p> <p>Making/accepting/refusing simple suggestions Let's go hiking! — OK/That sounds great/That's a good idea. How about jogging? —Sorry. I can't now. I must study. — No. I am too tired. —Well, sorry but I must...</p> <p>activity/basketball/ camping/checkers/cycling/ exercise/fishing/fitness/ football/ handball/ hangman/ hide and seek/hiking/jogging/ lose/ origami/ running/ swimming/ tennis/ trekking/ volleyball</p> <p>Live wire/Couch potato</p>	<p>Listening E5.6.L1.Students will be able to comprehend simple, oral texts about likes/dislikes and abilities. E5.6.L2.Students will be able to understand simple oral texts about sports activities. E5.6.L3.Students will be able to understand suggestions for a limited number of activities.</p> <p>Speaking E5.6.S1.Students will be able to talk about likes/ dislikes and abilities in a simple way. E5.6.S2.Students will be able to make suggestions for a limited number of activities. E5.6.S3.Students will be able to accept or refuse suggestions in a simple way.</p> <p>Reading E5.6.R1.Students will be able to understand simple texts about sports activities. E5.6.R2.Students will be able to understand simple texts about abilities.</p> <p>Writing E5.6.W1.Students will be able to prepare a simple picture story about their favorite sports.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Notes and Messages Posters Probes/Realia Songs Stories Videos Visuals</p> <p>Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (RolePlay, Simulation, Pantomime) Games Information transfer Labeling Matching Making puppets Questions and Answers Storytelling True/False/No information</p> <p>Assignments <ul style="list-style-type: none"> • Students prepare a poster about their favorite sports/games. • Students prepare a chart showing their abilities related to specific sports/games. </p>

5. SINIF / 5th GRADE

Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p align="center">7 My Daily Routine</p>	<p>Describing what people do regularly I/You/We/They/S/He never/sometimes/usually/often/always wake(s) up get(s) up brush(es) teeth have (has)/eat(s) breakfast hop(s) on/off the bus/school bus go(es)/get(s) to school/work study(ies)/work(s)/play(s) all day long get(s) back home do(es) homework/housework read(s) a book/watch(es) TV go(es) to bed</p> <p>What time does your little brother/sister go to bed? — S/he goes to bed at half past ten. What time do you arrive at school? — We arrive at school at quarter past eight. When do you brush your teeth? — I brush my teeth in the morning and at night. When do you revise your lessons? — I revise my lessons every morning /evening. — How often do you read book? — I always read books in the evenings/at weekends.</p> <p>Telling the time What time is it? — It's half past nine. — It's quarter to eleven. <i>seasons</i> <i>days of the week</i> <i>months of the year</i></p> <p>Naming numbers Numbers from 1 to 100</p> <p>arrive comb get dressed go to the playground/the gym/cinema/museum hop/get on/off the bus have a shower/bath leave home/the school meet friends play basketball/chess/computer games/football, etc. talk to/with toothbrush (es) toothpaste Hit the sack/against the clock Early bird eats the worm</p>	<p>Listening E5.7.L1.Students will be able to understand specific information in short and oral texts about daily routines. E5.7.L2.Students will be able to understand the time.</p> <p>Speaking E5.7.S1.Students will be able to talk about daily routines of friends and family members. E5.7.S2.Students will be able to tell the time and numbers.</p> <p>Reading E5.7.R1.Students will be able to understand short and simple written texts about daily routines. E5.7.R2.Students will be able to comprehend simple texts about seasons, months and days.</p> <p>Writing E5.7.W1.Students will be able to prepare a simple poster of their daily routines using simple expressions.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Notes and Messages Postcards Posters Probes/Realia Rhymes Songs Stories Tables Videos Visuals</p> <p>Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Making puppets Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments • Students interview a friend/neighbor/parent/teacher, ask about his/her typical day and present it in the classroom.</p>

5. SINIF / 5th GRADE

Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p>8 People and Animals</p>	<p>Asking for permission Can/may we adopt/get an animal? Can/may I feed the birds? Can/may I go out with my friends? — Yes, you can. — Of course you can/may. — That’s not a good idea. — Not right now.</p> <p>Describing what people/animals are doing now What is/are ...doing now? — The cat is climbing the tree. — The boy is looking at the birds. — The vet is feeding the rabbit. — The puppies are playing. What is/are student(s) doing in the park now? — The students are playing football. — They are running around the park now. — One student is playing with the dogs. — S/he is riding on a horse now. — We are having a great time in the park now. Are you having a good time at school with your friends? — Yes, I am.</p> <p>Comparing things and people Usain Bolt is faster than Ben Johnson. Ali is as calm as Jack. Cats live longer than dogs. Frogs jump higher than rabbits.</p> <p>adopt/get an animal bark claw -s feed help kitten, s/puppy,-ies save sleep tail, -s vet (veterinary) now/right now/at the moment</p>	<p>Listening E5.8.L1.Students will be able to understand descriptions of what people/animals are doing at the moment. E5.8.L2.Students will be able to understand conversations about asking for/giving permission.</p> <p>Speaking E5.8.S1.Students will be able to talk about what people/animals are doing at the moment. E5.8.S2.Students will be able to ask for/give permission.</p> <p>Reading E5.8.R1.Students will be able to understand short and simple texts about what people/animals are doing at the moment. E5.8.R2.Students will be able to understand short and simple texts comparing things and people.</p> <p>Writing E5.8.W1.Students will be able to report on a picture to describe what people/animals are doing now in simple written expressions. E5.8.W2.Students will be able to write short and simple expressions to compare things and people.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Fable Illustrations Lists Notes and Messages Postcards Posters Probes/Realia Rhymes Songs Stories Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Making puppets Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students mime animals in front of the classroom, and the rest guess the actions performed by the students. • Students prepare posters about how to help animals in their neighborhoods.

5. SINIF / 5th GRADE

Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
9 Health	<p>Expressing illnesses, needs and feelings I feel cold. I have the flu. I have a fever. I have a toothache/headache/ stomachache. I have a flu and headache. I am afraid I cannot help you, but the nurse can. You have a backache, so you should see a doctor. S/he feels cold and tired. S/he needs pills.</p> <p>Making polite refusals Would you like to have some pills/herbal tea? — No, thank you very much. — I am afraid I cannot have it now. — I am really sorry but I don't want to have it.</p> <p>Making simple suggestions —You should stay in bed. —Have a rest. —Stay in bed. —Visit a doctor. —Take your pills.</p> <p>Expressing reasons of events I take pills because I am/feel sick. S/He should stay in bed because s/he feels cold.</p> <p>Talking about possessions Whose medicine is this? It's mine/yours/his/hers/ours/theirs.</p> <p>backache/ cold/cough/dentist/faint fever/flu/headache/have a pain/ ache/hurt/ill/illness/medicine/pill/sneeze/sore throat/stomachache/syrup/toothache/vitamin</p> <p>ankles/arm/cheek/ear/elbow/eyes/eyebrow/ eyelash/finger/foot-feet/hair/hand/head/jaw/ knees/leg/lip/neck/shoulder/toes/throat/tooth- teeth/tongue/wrist</p>	<p>Listening E5.9.L1.Students will be able to understand common illnesses and suggestions. E5.9.L2.Students will be able to understand simple polite refusals.</p> <p>Speaking E5.9.S1.Students will be able to talk about the common illnesses in a simple way. E5.9.S2.Students will be able to express basic needs and feelings about illnesses.</p> <p>Reading E5.9.R1.Students will be able to understand short and simple texts about illnesses, needs and feelings. E5.9.R2.Students will be able to understand written texts about possessions.</p> <p>Writing E5.9.W1.Students will be able to prepare a checklist describing what to do against basic illnesses.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Notes and Messages Posters Probes/Realia Rhymes Songs Stories Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Making puppets Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments • Students prepare a picture story about their feelings and needs when they are ill. They work in groups and exchange information about the picture story.</p>

5. SINIF / 5th GRADE

Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
10 Plans	<p>Expressing the decisions taken at the time of speaking I'll talk to you soon. I'll see you at the café tomorrow, then. We'll meet next Saturday, then. I'm sorry to hear that. We'll meet up later, then. I'll get back to you in an hour. [The phone rings] I will take that.</p> <p>Talking about plans I am going to read a sci-fi novel in the weekend. I am going to have a rest when I have some time. S/he is going to buy a new PC for her/his daughter. You/We/They are going to meet him at the café as soon as possible.</p> <p>Describing people and places by making comparisons My mother is more careful than my father. Traveling is more exciting than shopping. Helsinki is more expensive than İstanbul. Which city is more beautiful? New York or İstanbul? The street is more crowded than the park.</p> <p>myself/yourself/herself/himself/themselves/ourselves/itself</p> <p>catch a ball/a bus/a cold/fire/sight of something/someone/ someone's attention/someone's eye/the flu</p> <p>pay a fine/attention/by credit card/cash/someone a visit/the bill/the price/your respects</p>	<p>Listening E5.10.L1.Students will be able to understand conversations about decisions taken at the time of speaking. E5.10.L2.Students will be able to understand simple oral texts about describing places by making comparisons.</p> <p>Spoken Production E5.10.SP1.Students will be able to report on their plans. E5.10.SP2.Students will be able to compare people and places.</p> <p>Spoken Interaction E5.10.SI1.Students will be able to talk about decisions taken at the time of speaking. E5.10.SI2.Students will be able to exchange information about their plans.</p> <p>Reading E5.10.R1.Students will be able to understand simple written texts about decisions taken at the time of speaking. E5.10.R2.Students will be able to understand simple written texts about their plans.</p> <p>Writing E5.10.W1.Students will be able to write a list of their future plans and share it with their peers.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Notes and Messages Posters Probes/Realia Songs Stories Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Making puppets Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students prepare a poster in which they compare two people/places. • The teacher assigns the third graded reader* to the students. <p>* The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
11 Movies	<p>Expressing personal opinions I think Superman is brave. I believe Batman is very strong. In my opinion, Superman is very strong/brave/... To me, Tweety is very funny/cute/...</p> <p>Expressing likes and dislikes I don't like/dislike/hate horror movies. My friends like musicals. Her students don't like/dislike/hate sci-fi movies. I dislike Toy Story. I do not like Brave.</p> <p>Expressing obligation I must see this movie. It is about my homework. You must buy the tickets for this movie online. You must be quiet in the cinema hall. You must see the play. It is interesting! —I cannot. I have to attend my classes. S/he must see the play. It is exciting! — S/he cannot. S/he has to go to work everyday.</p> <p>Making simple inquiries What is the movie about? It's about friends/war/love/...</p> <p>What is your favorite film/movie? — Ice Age. — I like Finding Nemo. — I love Moana. — I really like How to Train your Dragon</p> <p>brave/beautiful/boring/exciting/friendly/ frightening/funny/helpful/honest/strong/ugly</p> <p>action/adventure/animation/comedy/horror/ musical/science fiction</p>	<p>Listening E5.11.L1.Students will be able to follow simple oral texts describing movie characters and genres. E5.11.L2.Students will be able to understand conversations about obligations.</p> <p>Spoken Production E5.11.SP1.Students will be able to use simple utterances to express personal opinions about movies and movie characters.</p> <p>Spoken Interaction E5.11.SI1.Students will be able to exchange their opinions about personal obligations.</p> <p>Reading E5.11.R1.Students will be able to understand expressions on movie posters. E5.11.R2.Students will be able to comprehend simple movie reviews.</p> <p>Writing E5.11.W1.Students will be able to prepare a list of their obligations and duties.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Notes and Messages Posters Rhymes Songs Stories Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments • Students prepare a poster of a movie they like.</p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
12 Time to Celebrate	<p>Talking about actions happening around now What are you/they doing nowadays? — I am writing invitation cards for my sister's wedding. — We are preparing for a family meeting. — They are organizing my birthday party.</p> <p>What is s/he doing at school these days? —She is planning the school party. —He is getting ready for the school show.</p> <p>Telling the dates and days When's your birthday? — My birthday is in May. — My birthday is on Saturday. What time is it? /What is the time? —It's five p.m. —It's quarter past five. —It's ten to nine. —It's twenty past three. What is the date today? —August 24, 2017.</p> <p>Naming numbers numbers 100, 200, ...,1000</p> <p>Do homework/your best/exercise/shopping</p> <p>Make breakfast/the bed/a noise/a speech</p> <p>balloon birthday buy cake candle clown have/organize/throw a party delicious exciting present/gift</p>	<p>Listening E5.12.L1.Students will be able to comprehend simple oral texts including actions happening around now.</p> <p>Speaking Production E5.12.SP1.Students will be able to tell the date and time of events.</p> <p>Speaking Interaction E5.12.SI1.Students will be able to talk about the actions and events happening around now.</p> <p>Reading E5.12.R1.Students will be able to understand short texts such as cartoons, posters and birthday cards. E5.12.R2.Student will be able to comprehend simple texts about actions happening around now.</p> <p>Writing E5.12.W1.Students will be able to prepare an invitation card for a birthday party.</p>	<p>Contexts Advertisements Captions Cartoons Cards Charts Conversations Illustrations Lists Notes and Messages Posters Probes/Realia Rhymes Songs Stories Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Making puppets Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students prepare a calendar in English marking birthdays of their family members and friends, then present it to the classroom. • Students prepare a shopping list for a birthday party.

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
13 Holidays	<p>Talking about events in the past Was s/he in İstanbul last week? —No. S/he was in İstanbul in May. Were you at school yesterday? —Yes. I was at school yesterday. When were you born? —I was born on the 27th of September 1980. Where was s/he born? — S/he was born in Şanlıurfa.</p> <p>Making phone conversations —May I talk to the travel agent, please? —Sure. Hang on for a moment, please.</p> <p>—Is Alex there? —Yes, but he is busy talking to a customer.</p> <p>Can I speak to Rob, please? Can I ask who is speaking? I'll call you later. Did you get my message?</p> <p>Hi, Jenny. Where are you? —Thanks for getting back to me. Leave a message after the beep.</p> <p>What's your phone number? —0312 1234567</p> <p>beach/book/campsite/check in-out/cruise/guest seaside/sightseeing/sunbathing/travel agency/ trip/vacation/voyage</p> <p>Drop someone a line</p>	<p>Listening E5.13.L1.Students will be able to understand simple oral texts including past events. E5.13.L2.Students will be able to comprehend simple conversations about days and dates.</p> <p>Spoken production E5.13.SP1.Students will be able to talk about past events in a simple way.</p> <p>Spoken interaction E5.13.SI1.Students will be able to exchange information about past events in a simple way. E5.13.SI2.Students will be able to get engaged in basic phone conversations.</p> <p>Reading E5.13.R1.Students will be able to understand simple texts including past events, days and dates.</p> <p>Writing E5.13.W1.Students will be able to write a short diary about what they did at the weekend/or on holiday (if relevant).</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Notes and Messages Posters Probes/Realia Stories Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Making puppets Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students prepare a phone conversation with a friend and act it out. • The teacher assigns the fourth graded reader* to the students. <p>* The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
14 Memories	<p>Talking about past events and actions What did you do on holiday? — I played with my friends, and I learned swimming. — My brother and I climbed trees and picked fruits two weeks ago. — We walked in the forest. What did s/he do at weekend? — S/he studied English. — S/he visited her/his grandparents on Sunday. What happened in the library yesterday? — I read important books for my homework. — I found some information in the magazines. — I looked up some words on my dictionary. — We had an election in our school.</p> <p>Talking/complaining about annoying habits — You are always coming to class too late. — He is always making noise in the classroom. — She is always watching TV. — They are always eating junky food.</p> <p>keep a diary/a promise/a secret/calm/control/ in touch with someone/quiet/the change</p>	<p>Listening E5.14.L1.Students will be able to understand simple texts about past events and actions. E5.14.L2.Students will be able to understand annoying habits of other people.</p> <p>Spoken production E5.14.SP1.Students will be able to report on their actions in the past.</p> <p>Spoken interaction E5.14.SI1.Students will be able to talk about annoying habits of other people.</p> <p>Reading E5.14.R1.Students will be able to understand simple texts about past events and actions.</p> <p>Writing E5.14.W1.Students will be able to introduce a city or alike they visited before in a short and simple paragraph.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Notes and Messages Notices Postcards Posters Probes/Realia Songs Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Making puppets Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments • Students prepare a postcard about a city/town they visited and send it to a friend/family member.</p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
15 Art of Science	<p>Reporting events happening in a period of time in the past What were you doing between 7.00 and 9.00 in the evening? — I was doing an experiment in the laboratory. — I was studying on my project. — We were discussing the space. What were they doing yesterday morning? — They were preparing materials for their presentation. — She was working on a scientific article, and he was correcting it. — When I saw them, they were watching the news. — When I bumped into them, they were going to the exhibition.</p> <p>Talking about past events and actions Scientific achievements of the past centuries changed the world. For example, Wright brothers invented the airplane. Researchers found some new fossils, and now they are working on them in the labs. Newton discovered the gravity and nowadays scientists are exploring the universe. Researchers were trying to understand atoms in the early 1900s, but now they are working on subatomic particles. When Tesla died in New York, he was working on new inventions. While Einstein was lecturing in the US, he offered new theories for physics. İbn Sînâ studied on medicine and wrote well-known books in his time.</p> <p>achieve/analyze/discover/find/invent/lecture/observe measure/do research/search (for)</p> <p>experiment/gravity/laboratory/microscope/science space/test tube/theory</p>	<p>Listening E5.15.L1.Students will be able to understand simple oral texts reporting an event in the past.</p> <p>Spoken production E5.15.SP1.Students will be able to talk about events happening in a period of time in the past.</p> <p>Spoken interaction E5.15.SI1.Students will be able to exchange information about scientific achievements of the past and today.</p> <p>Reading E5.15.R1.Students will be able to comprehend texts about scientific achievements, explorations and inventions.</p> <p>Writing E5.15.W1.Students will be able to prepare a poster of a famous scientist and her/his achievements.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Notes and Messages Posters Probes/Realia Stories Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments • In groups, students prepare a presentation about Turkish scientists and their achievements.</p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p>16 Back to the future</p>	<p>Comparing characters/people Jack is the most honest person in our family. Sue is the most easygoing person in the office. My brother is the smartest member of our family. Elif is the tallest volleyball player in the team. Kayra is the most successful student in the school.</p> <p>Making predictions <i>(Predictions based on personal judgement)</i> Will I be successful in my career? — Yes, you will. Definitely! Do you think so? — I hope so. What is your dream for the future? — When I grow up, I will definitely go to university. — The world will be a more peaceful place. — The Internet will become more popular. — I think doctors will find a cure for cancer by 2030. — I believe people will live on Mars by 2050. I think we will have water shortage in the future because we waste too much water. <i>(Predictions based on present evidence)</i> Look! The car is going to hit the man at the corner. Look at the bridge! S/he is going to fall into the river. According to weather forecast, it is going to rain tomorrow. According to scientists, global warming is going to melt giant icebergs.</p> <p>attractive/beautiful/cute/easygoing/generous handsome/honest/outgoing/plumb/punctual selfish/slim/smart/stubborn/thin</p>	<p>Listening E5.16.L1.Students will be able to understand predictions and future events in simple oral texts. E5.16.L2.Students will be able to recognize texts comparing characters and people.</p> <p>Spoken Production E5.16.SP1.Students will be able to report on predictions. E5.16.SP2.Students will be able to recognize texts describing characters and people.</p> <p>Spoken Interaction E5.16.SI1.Students will be able to talk about predictions.</p> <p>Reading E5.16.R1.Students will be able to understand short and simple texts including predictions.</p> <p>Writing E5.16.W1.Students will be able to prepare a short text including their predictions on scientific achievements.</p>	<p>Contexts Advertisements Captions Cartoons Charts Conversations Illustrations Lists Notes and Messages Posters Probes/Realia Stories Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments • Students prepare their 'Most List' and make predictions about the future life of their friends.</p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
17 Going on a Picnic	<p>Accepting and refusing simple offers Would you like some cake/to have some cake? — Yes, please. Just a little. — I'll get a sandwich. Would you like one? — No, thanks. I am full.</p> <p>Sequencing the actions It is easy to organize a picnic. First, you should buy some fruits, vegetables and meat. Then, you should decide on a nice place to go. Finally, you should not forget to bring your barbecue and the beverages.</p> <p>Expressing necessity and quantity We need some/a lot of fruits. I have a lot of/many/one or two/ some beverage(s). We don't need much butter/olive. We need to bring (a) few plates/(a) little water.</p> <p>Expressing conditions for present and future If you forget the meat on the barbeque, it burns. If you go on a picnic in the winter, you get sick. If you prepare food at home, you will enjoy the picnic. If you take a lot of pictures in the picnic, you can share them with your friends.</p> <p>Describing the weather What's the weather like? — It's foggy. — It's very cold. It is 2 degrees! — It is stormy. I feel scared. — It's not snowy in the desert. It is dry.</p> <p>Expressing emotions I feel ...anxious/moody/sleepy. feel/look/smell/sound/taste</p> <p>cloudy/fabulous/freezing/lightning/stormy/windy</p> <p>a bar of chocolates/soap a bottle of water/milk a box of biscuit(s)/sugar/tea a bunch of carrots/spinach a can of bean(s)/orange juice/tomato sauce a jar of pickle(s)/jam/marmalade(s) a pack of butter/crisp(s)/napkin(s) a slice of bread/cake/butter</p>	<p>Listening E5.17.L1.Students will be able to understand texts which include accepting and refusing simple offers.</p> <p>Spoken production E5.17.SP1.Students will be able to talk about the sequence of actions.</p> <p>Spoken interaction E5.17.SI1.Students will be able to use quantifiers to talk about shopping lists. E5.17.SI2.Students will be able to make simple offers.</p> <p>Reading E5.17.R1.Students will be able to comprehend texts about events based on conditions. E5.17.R2.Students will be able to comprehend texts about weather conditions.</p> <p>Writing E5.17.W1.Students will be able to prepare a shopping list.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Notes and Messages Postcards Posters Songs Tables Videos</p> <p>Tasks/Activities Competitions Chants and Songs Drawing and Coloring Drama (RolePlay, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students report on the sequences of an action, such as making a cake, building a model plane/car/house or playing a new game. • In groups, students prepare a weather forecast drama task in which they act out a TV presenter or alike. • The teacher assigns the fifth graded reader* to the students. <p>* The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
18 Life Styles	<p>Describing what people do regularly Do you play computer games? — No, I do not. I usually go fishing. What are your hobbies? — I play chess and tennis. What time does your little brother/sister go to bed? —S/he goes to bed at half past ten. What time do you arrive at school? —We arrive at school at quarter past eight. When do you brush your teeth? —I brush my teeth in the morning and at night. When do you watch TV? —I watch TV every evening.</p> <p>Talking about present and past habits I used to play a lot of football when I was a child, but now, I love reading and learning more about science. I think I will become a scientist in the future.</p> <p>I used to enjoy computer games three years ago. Nowadays, I am taking a course about writing computer codes. I guess I will become a computer engineer in the future.</p> <p>I was cycling frequently when I was seven years old. These days, I am into driving a car.</p> <p>break a habit/a leg/a promise/a record/a window someone's heart/the ice/the law/the news to someone/the rules</p> <p>have a bath/a drink/a good time/a haircut /a holiday a problem/a relationship/a rest/breakfast/lunch dinner/sympathy</p> <p>everyone/everybody/everything someone/somebody/something anyone/anybody/anything no one/no body/nothing</p>	<p>Listening E5.18.L1.Students will be able to understand conversations about what people do regularly. E5.18.L2.Students will be able to recognize oral texts about past and present habits.</p> <p>Spoken Production E5.18.SP1.Students will be able to report on what people do regularly.</p> <p>Spoken Interaction E5.18.SI1.Students will be able to exchange information about their past and present habits.</p> <p>Reading E5.18.R1.Students will be able to understand texts about what people do regularly. E5.18.R2.Students will be able to understand short and simple texts about past and present habits.</p> <p>Writing E5.18.W1.Students will be able to prepare a table showing past and present habits.</p>	<p>Contexts Advertisements Cartoons Conversations Illustrations Lists Notices Notes and Messages Postcards Posters Probes/Realia Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments • Students prepare a presentation about lifestyles of a celebrity they like.</p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
19 Tourism	<p>Talking about life experiences Have you ever been/gone to ...? — Yes, I have been/gone to..... — Yes, I have. — No, I have not. — I have been to Side before. — I have gone to Mardin. I am in Mardin now. Has s/he ever been/gone to ...? — Yes, s/he has been/gone to....? — Yes, s/he has. — No, s/he has not. — S/he has been to New York before. — S/he has gone to Denizli. S/he is in Denizli now. Have you ever watched a tennis match? — Yes, I have watched a tennis match before. — I have never watched any tennis matches. Have you ever visited any historical places before? — Yes, I have been to... — Yes, I have. — No, I have not. Has s/he ever been to a scout camp? — Yes, s/he has been to... — Yes, s/he has. No, s/he has not.</p> <p>Expressing purpose You should play in the new park to make friends. S/he can go to shopping malls to buy some fruits. You may go to the police station to report a burglary. I usually go to hospital to see my doctor. S/he went to the cinema to watch a documentary about wild life. They went to the bookshop to buy a sports magazine. go abroad/crazy/dark/fishing/hiking/missing/on foot/ on a holiday/online/to the seaside/sailing all-inclusive ancient architecture attraction, -s countryside fascinating historic site, -s resort, -s rural urban</p>	<p>Listening E5.19.L1.Students will be able to comprehend texts including personal experiences about tourism.</p> <p>Spoken Production E5.19.SP1.Students will be able to talk about their personal experiences.</p> <p>Spoken Interaction E5.19.SI1.Students will be able to exchange information about their personal experiences. E5.19.SI2.Students will be able to express purposes of specific actions/events.</p> <p>Reading E5.19.R1.Students will be able to find specific information from various texts about tourism.</p> <p>Writing E5.19.W1.Students will be able to prepare a list of their interesting experiences and share it with their friends.</p>	<p>Contexts Advertisements Cartoons Conversations Illustrations Lists Notices Notes and Messages Postcards Posters Probes/Realia Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments • Students prepare a holiday brochure and present it to their class.</p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
20 Time Goes By	<p>Talking about present and past activities</p> <ul style="list-style-type: none"> — I usually get up very early in the morning because I must go to class just on time. In the evening, I am going to sleep and have some rest. — I hated doing exercises two years ago, but I like jogging now. Nowadays, I am getting ready for the school marathon. I hope I will finish it. — I am going to visit my uncle's shop in the winter break. I hope I will enjoy my visit. I have never been there before. — My parents used to ski every winter, but they are getting older and they cannot do difficult sports any longer/more. You know time goes by and people change. — When I was a small kid, I was doing sports. I was cycling in my free time. When I was nine years old, I began to take music courses. I will definitely become a musician in the future if I practice a lot. <p>Expressing personal opinions</p> <p>I believe/hope/think I will go to university when I finish the high school. I am sure I will become a musician in the future. I am afraid I will not pass the exam.</p> <p>just on time/free time/great deal of time/right on time/run out of time/save time/spend some time/take your time/tell someone the time/time goes by/time passes/waste time</p>	<p>Listening</p> <p>E5.20.L1.Students will be able to comprehend simple oral texts including present and past activities of people.</p> <p>Spoken Production</p> <p>E5.20.SP1.Students will be able to talk about their past and present actions.</p> <p>Spoken Interaction</p> <p>E5.20.SI1.Students will be able to exchange information concerning their past and present activities.</p> <p>E5.20.SI2.Students will be able to exchange their personal opinions.</p> <p>Reading</p> <p>E5.20.R1.Students will be able to understand simple texts including present and past activities of people.</p> <p>Writing</p> <p>E5.20.W1.Students will be able to write a journal entry about their future dreams.</p>	<p>Contexts</p> <p>Advertisements Cartoons Conversations Illustrations Lists Notices Notes and Messages Postcards Posters Probes/Realia Songs Tables Videos</p> <p>Tasks/Activities</p> <p>Arts and Crafts Competitions Chants and Songs Drawing and Coloring Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students prepare a list about their favorite past and present activities. • The teacher assigns the sixth graded reader* to the students. <p>* The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
21 What on Earth?	<p>Talking about actions which have an effect/result on present What has happened to you? — I have (just) cut my finger. — I have had a car accident, but I am OK now. — We have broken the window by accident. What has s/he done about her presentation? — S/he has already completed it. — S/he has not begun to prepare it yet. — S/he has made some readings so far.</p> <p>Talking about past actions and events Have you done your homework on the Internet? — Yes, I have. I did it two hours ago. — No, I have not. Have you called your friends for the online meeting? — Yes, I have. I called it two hours ago. — No, I have not.</p> <p>come close/early/first/second/last/late/on time/ prepared right back/to an end</p> <p>pay a fine/attention/someone a visit/the price/ your respects</p>	<p>Listening E5.21.L1.Students will be able to comprehend simple oral texts including actions with a result/effect on present.</p> <p>Spoken Production E5.21.SP1.Students will be able to talk about actions with a result/effect on present.</p> <p>Spoken Interaction E5.21.SI1.Students will be able to exchange information about actions with a result/effect on present. E5.21.SI2.Students will be able to talk about simple texts about actions with a specific time in the past.</p> <p>Reading E5.21.R1.Students will be able to understand simple texts about actions with a result/effect on present. E5.21.R2.Students will be able to understand simple texts about actions with a specific time in the past.</p> <p>Writing E5.21.W1.Students will be able to write a diary entry about what they have done today.</p>	<p>Contexts Advertisements Cartoons Conversations Illustrations Notices Notes and Messages Postcards Posters Probes/Realia Songs Videos Visuals</p> <p>Tasks/Activities Arts and Crafts Competitions Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments <ul style="list-style-type: none"> • Students prepare a chart about recent scientific developments and their effects on our lives. </p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p>22 Fine Arts</p>	<p>Defining and specifying people and things Which is your car? The blue one? — No, the car that has a black roof is mine. — Yes, the car that looks brand new is mine. Who is the man over there? — The actor who wears a hat is my uncle. — The man who has a blue t-shirt works at my company. — I like country music which/that sounds joyful. — My parents love paintings which/that show examples from nature. — A sculpture is someone who/that designs an amazing statue.</p> <p>boots/coat/dress/gloves/hat/jacket/jeans/jumper/t-shirt/trousers/pants/pajamas/socks/suit/shirt/skirt/sweater/tie</p> <p>artist/audience/concert hall/gallery/ graffiti/exhibition expression/ inspiration/painter/painting/performance sculpture/statue</p>	<p>Listening E5.22.L1.Students will be able to comprehend oral texts in which people and things are defined/specified.</p> <p>Spoken Production E5.22.SP1.Students will be able to give a description of people and things.</p> <p>Spoken Interaction E5.22.SI1.Students will be able to talk about people and things by defining and/or specifying them.</p> <p>Reading E5.22.R1.Students will be able to scan through texts in which people and things are defined/specified.</p> <p>Writing E5.22.W1.Students are expected to write a short paragraph to define/specify people and things around the school.</p>	<p>Contexts Advertisements Cartoons Conversations Illustrations Lists Notices Notes and Messages Postcards Posters Probes/Realia Songs Tables Videos Visual</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Making puppets Questions and Answers Storytelling True/False/No information</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students prepare a visual which people and things are defined/specified. • The teacher assigns the seventh graded reader* to the students. <p>* The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
23 Social Networking	<p>Talking about actions that start in the past and still go on How long have been working for the company? — I have been working for the company for two years/ since 2015. — We have been working in the same company for a long time/since last May. How long have you been using social networking to learn English? — I have been using social networking since 2014/for three years. — We have been using social networking to learn English over the last two years.</p> <p>Expressing adequacy and inadequacy The reporter on TV was too fast to understand. He is only five years old. He is not old enough to use the Internet. My brother does not have enough information to build an Internet site.</p> <p>Describing actions, people and things Adv/Adj variations Mete is slow. He works slowly on computers. Emine is a careful girl. She uses the Internet carefully. My father is angry. He shouts angrily when I use social network sites too much. They have learned blogging easily. Ali is a good computer teacher. He teaches writing computer codes very well.</p> <p>angry-angrily/bad-badly/careful-carefully/careless-carelessly/ easy-easily/intelligent-intelligently/successful-successfully/ slow-slowly/quick-quickly/good-well/hard-hard</p> <p>chat with someone download a picture/text/video go online follow a forum log in/out make a comment on a picture/video online call/meeting sign in/out surf on the net upload a picture/ text/video write a blog/an entry</p>	<p>Listening E5.23.L1.Students will be able to recognize texts about actions that start in the past and still go on.</p> <p>Spoken Production E5.23.SP1.Students will be able to talk about actions that start in the past and still go on. E5.23.SP2.Students will be able to express adequacy of things.</p> <p>Spoken Interaction E5.23.SI1.Students will be able to interact with their peers about actions that start in the past and still go on. E5.23.SI2.Students will be able to describe actions, people and things.</p> <p>Reading E5.23.R1.Students will be able to comprehend simple texts about actions that start in the past and still go on. E5.23.R2.Students will be able to comprehend simple texts expressing adequacy.</p> <p>Writing E5.23.W1.Students will be able to write about the duration of some important actions in their lives, such as learning English, specific hobbies and leisure time activities in a list format.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Postcards Posters Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments • Students prepare a drama activity about the excessive use of the Internet.</p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p>24 New Discoveries</p>	<p>Reporting an event or action My teacher told (me) that I could become a scientist. Researchers noted that new discoveries would change the world. NASA believed that the Earth had a second moon.</p> <p>Expressing arrangements in the future Scientists are meeting to discuss the study results at 10:00 next Monday morning. NASA is making an announcement at 08.30 p.m. tomorrow.</p> <p>Talking about unexpected results of an action Although it was very difficult, astronauts landed on the Moon. Despite the air conditions, the first plane flew successfully.</p> <p>Talking about unreal conditions If s/he were a rich person, s/he would buy a lot of scientific books. If I were in your shoes, I would do physics. If I had a chance, I would visit the MTA Museum. If we spoke English very well, we would follow new discoveries.</p> <p>arrive/call/carry/check in-out/decide/discover/live move/need/share/travel</p> <p>achive-achievement/announce-announcement/create-creativity/develop-development/discover-discovery/ explore-exploration/imagine-imagination/invent-invention observe-observation</p>	<p>Listening E5.24.L1.Students will be able to understand oral texts which include future arrangements. E5.24.L2.Students will be able to comprehend oral texts expressing unreal conditions.</p> <p>Spoken Production E5.24.SP1.Students will be able to talk about future arrangement.</p> <p>Spoken Interaction E5.24.SI1.Students will be able to express unexpected results of actions.</p> <p>Reading E5.24.R1.Students will be able to understand texts that include actions about future arrangements and unexpected results of particular actions. E5.24.R2.Students will be able to understand texts in which actions/events are reported.</p> <p>Writing E5.24.W1.Students will be able to write a simple paragraph about specific future arrangements.</p>	<p>Contexts Advertisements Cartoons Conversations Illustrations Lists Notices Notes and Messages Postcards Posters Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students prepare a poster of a recent discovery they choose and present it in the class. • The teacher assigns the eighth graded reader* to the students. <p>*The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p>25 The World is a Stage</p>	<p>Talking about timetables/scheduled events The show starts at 7:45pm. The play begins at 8:00pm, so we will have time for dinner first. The concert hall opens at 6:00 pm every evening.</p> <p>Talking about reasons of actions The tickets were so expensive that I could not afford them. The actor is so proud that he will not ask for help. It was such a snowy day that they could not go to the show. The man was such an interesting speaker that the audience enjoyed the stand-up.</p> <p>Talking about options, alternatives and preferences We can go either cinema or theatre tonight. We can eat either now or after the show. Neither Leila nor Nancy is going to perform tomorrow. He neither texted nor called to inform us about the meeting. I love both Shakespeare and Haldun Taner. The play is suitable for both children and adults.</p> <p>Talking about quantity We have few/a few members in our class blog. We have little/a little information about this website. There is too much online traffic today. There are too many bloggers on this website. There is not enough information about new members. be allowed to be permitted to be supposed to <i>Get</i> lost/ready/started/tired/the message</p> <p><i>Take</i> part in something/time/a look/a picture/a seat/a taxi/care/notes</p> <p>Act/actor/audition/backstage/cast/casting/make-up/role</p>	<p>Listening E5.25.L1.Students will be able to understand oral texts which include timetables and scheduled events. E5.25.L2.Students will be able to comprehend oral texts that include reasons of actions.</p> <p>Spoken Production E5.25.SP1.Students will be able to express options, alternatives and preferences.</p> <p>Spoken Interaction E5.25.SI1.Students will be able to talk about quantity of things and people. E5.25.SI1.Students will be able to talk about scheduled events.</p> <p>Reading E5.25.R1.Students will be able to understand texts that include scheduled events. E5.25.R2.Students will be able to understand texts about options, alternatives and preferences. E5.25.R3.Students will be able to comprehend texts that include expressions of quantity.</p> <p>Writing E5.25.W1.Students will be able to prepare a theatre poster.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Postcards Posters Probes/Realia Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments • Students write a review for a theatre play/movie.</p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
26 Country Life	<p>Talking about events with a focus on actions Rice is grown by farmers in Bafra. Fences are painted by workers every spring. Wheat was harvested by the farmers. New chicken houses were built by my uncle yesterday.</p> <p>Sequencing steps of an action First, visit a local farmer's market and buy some seeds. Second, plant your crops. Third, water your plants regularly and tidy up your garden. Finally, harvest your plants.</p> <p>Making polite requests Can/May I open the window? Can/May I have a word with you? Can/May I share my opinion with you? Do you mind opening the window? Would you mind opening the window? Do you mind if I open the window? Would you mind if I opened the window?</p> <p>Confirming and checking information You are going to attend the meeting next week, aren't you? They do not like shows, do they? Tom has not arrived yet, has he?</p> <p>Can you repeat it? Let me see if I have understood you correctly. I am afraid. I don't understand. Could you say that again?</p>	<p>Listening E5.26.L1.Students will be able to understand oral texts which include events with a focus on actions.</p> <p>Spoken Production E5.26.SP1.Students will be able to sequence steps of an action.</p> <p>Spoken Interaction E5.26.SI1.Students will be able to make polite requests. E5.26.SI2.Students will be able to confirm and check information in a conversation.</p> <p>Reading E5.26.R1.Students will be able to understand texts providing the sequences of an action.</p> <p>Writing E5.26.W1.Students will be able to write the steps of a procedure, such as building a toy, growing a plant or making a puzzle.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Postcards Posters Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments • Students prepare a visual about countryside or local farmer's market and present it as a group.</p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
27 Education	<p>Talking about actions without agents Students are expected to do their homework. The question has been answered. The classroom was cleaned. The rules should be obeyed. The school president will be elected at the beginning of the semester. Exam results are going to be announced soon.</p> <p>Expressing wishes I wish I were more hardworking. I wish my teacher would help me. I wish TEOG would be easy. If only the school weren't too far! If only I knew the truth. If only I were a millionaire</p> <p>Describing people and events He is really confused about this problem. English lessons are really amusing. I was really bored during the lesson yesterday. I read a really interesting book about history assignment/classroom project, course, elementary, knowledge, secondary, training, university</p> <p>alarming/alarmed, depressing/depressed, embarrassing/embarrassed, exciting/excited, satisfying/satisfied, tiring/tired.</p> <p>As high as a kite</p>	<p>Listening E5.27.L1.Students will be able to understand oral texts which include actions without agents. E5.27.L2.Students will be able to comprehend oral texts about people's wishes.</p> <p>Spoken Production E5.27.SP1.Students will be able to talk about actions without agents.</p> <p>Spoken Interaction E5.27.SI1.Students will be able to share their wishes with each other.</p> <p>Reading E5.27.R1.Students will be able to understand texts including actions without agents. E5.27.R2.Students will be able to comprehend texts including people's wishes. E5.27.R3.Students will be able to comprehend texts that include expressions about personal feelings.</p> <p>Writing E5.27.W1.Students will be able to write a short paragraph in which they share their feelings about events and people in their schools.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Postcards Posters Probes/Realia Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments <ul style="list-style-type: none"> • Students prepare a wish list about their future and share it with their classmates. </p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
28 Television Programs	<p>Talking about actions happening in the past, present and future I watched a lot of documentaries this year on Channel 2. I like Channel 2 because it broadcasts/shows some of my favorite TV programs. I used to watch TV a lot, but now I don't. I don't have much time to watch TV. What is the difference between a TV series and a TV documentary? — A television series can be either fictional or factual. — A documentary is a program which provides only factual information. — I've heard a lot about the new TV show on Channel 3. — A new TV show is going to start on Channel 2. What is your plan tonight? — I don't know, maybe I will watch an animation on TV.</p> <p>Expressing reasons of an action I love cartoon channels because they are fun. Mary can't stand programs about hunting because of her love for animals. Due to/Owing to the weather conditions, the program was cancelled.</p> <p>Talking about dates and places I will meet you at 10:30/the reception. He doesn't like driving at night. I watched Forrest Gump in 2001. The pool is closed in winter. I'll see you on Friday. The interview is on the 29th of April.</p> <p>camera operator/cartoon/channel/comedy/cookery documentary/drama/feature/fictional/host/reality show/sitcom soap opera/talk show</p> <p>Couch potato/Your guess is as good as mine</p>	<p>Listening E5.28.L1.Students will be able to understand oral texts which include actions happening in the past, present and future.</p> <p>Spoken Production E5.28.SP1.Students will be able to express reasons of an action.</p> <p>Spoken Interaction E5.28.SI1.Students will be able to talk about their favorite TV program(s) with each other.</p> <p>Reading E5.28.R1.Students will be able to scan through texts that include expressions about dates and places.</p> <p>Writing E5.28.W1.Students will be able to write a review of their favorite TV program(s) on an Internet site.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Postcards Posters Probes/Realia Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments <ul style="list-style-type: none"> • Students prepare a TV guide. • The teacher assigns the ninth graded reader* to the students. *The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
29 Books and Media	<p>Talking about actions and events S/he knows that books are better than films. S/he believes that watching cartoons is enjoyable.</p> <p>Producing a film costs a lot of money. My favorite hobby is reading. Choosing a film to watch at night takes a long time. Arda suggested going for a drink after the movie. I can't afford to buy a car now.</p> <p>Talking about events with a focus on actions A new movie is being shot in Antalya nowadays. A cinema festival was being held in Ankara this time last year. New books will be published in September 2017 by the Ministry.</p> <p>Shopping at a mall — Excuse me? I am looking for an English dictionary. — How about this one? Is this okay with you? — Well, quite okay! How much is it? — It's 15 liras. Can you wrap it up for me, please? — For sure! Here you are. — Thank you. — Have a good one!</p> <p>Types of music blues/classical/electro/folk/hip-hop/jazz/opera/rap/pop/reggae/rock'n roll</p> <p>animation/author/bookmark/bookstore/fiction/horror movie/literature/novel/publish/romance</p> <p>afford/agree/ask/choose/decide/ demand/ help/hope/learn/offer/plan/prepare/promise/seem/wait</p> <p>Hit the books/Curiosity kill the cat</p>	<p>Listening E5.29.L1.Students will be able to understand oral texts that include expressions of actions and events.</p> <p>Spoken Production E5.29.SP1.Students will be able to talk about events with a focus on actions.</p> <p>Spoken Interaction E5.29.SI1.Students will be able to interact with each other about actions and events. E5.29.SI2.Students will be able to use expressions to shopping.</p> <p>Reading E5.29.R1.Students will be able to read texts about events with a focus on actions.</p> <p>Writing E5.29.W1.Students will be able to prepare a table showing their likes/dislikes of movies and books.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Postcards Posters Probes/Realia Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments • Students prepare a paragraph about a book whose film was produced and compare them.</p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
30 Extreme Sports	<p>Expressing past occurrences that are relatively new The winter storms have made it difficult to ski for two days. The famous athlete has broken the world record for scuba diving.</p> <p>Giving suggestions You should/ought to/had better/must... She should wear her thick coat during camping. You ought to call him for a piece of advice for trekking. He must catch the bus if he can.</p> <p>Expressing certainty She looks fit. She must be an athlete. I have just seen him at the gym. He can't be at home.</p> <p>brilliant, excellent, fantastic, furious, freezing gorgeous, horrible, huge, miserable, packed, starving, terrible, terrified</p> <p>bungee jumping/canoeing/cliff jumping running/ hand gliding/jet skis/kite surfing/ motor crossing/mountain biking/paragliding/ rock climbing/scuba diving/ skateboarding skiing/snowboarding/surfing</p> <p>Hang in there/Go the extra mile</p>	<p>Listening E5.30.L1.Students will be able to comprehend oral texts in which past occurrences that are relatively new are expressed.</p> <p>Spoken Production E5.30.SP1.Students will be able to give suggestions.</p> <p>Spoken Interaction E5.30.SI1.Students will be able to express certainty based on contextual evidence.</p> <p>Reading E5.30.R1.Students will be able to scan through texts in which past occurrences that are relatively new are expressed. E5.30.R2.Students will be able to understand texts in which suggestions are made.</p> <p>Writing E5.30.W1.Students will be able to prepare a list of suggestions for 1) taking precautions against catching cold, 2) going on a diet and/or 3) doing different sports and so forth.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Postcards Posters Probes/Realia Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students write/prepare short news about upcoming events in their schools.

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
31 Socializing	<p>Making predictions She is always very punctual. My sister will arrive home on time. People will definitely use the Internet more than today. I will probably come to your birthday party. She might/may (not) pass the exam.</p> <p>Expressing obligations and lack of necessity In England, you have to drive on the left. You don't have to call me Miss Öcal. We are friends. She does not have to arrive early. He has to join the army after graduation. I must leave early because I am going to Samsun in the morning. If your friends share secrets with you, you mustn't tell them to anyone. If you get cold, you need to see a doctor. She does not need to read the whole report. I needn't take your umbrella.</p> <p>Ordering at a restaurant — Excuse me? May I have the menu please? — Here it is, sir. What would you like to have? — Well, I would like to have salad and a bottle of water, please. — How about dessert? — Yes, may be a slice of chocolate cake. — Excuse me? Check please. — Will you pay by credit card or in cash? — In cash, please</p> <p>follower/networking/profile/ social media/status/trend/ tweet</p> <p>Rise and shine/Hold your horses</p>	<p>Listening E5.31.L1.Students will be able to understand future predictions. E5.31.L2.Students will be able to recognize lack of necessity.</p> <p>Spoken Production E5.31.SP1.Students will be able to report on obligations.</p> <p>Spoken Interaction E5.31.SI1.Students will be able to interact with their peers to express future predictions. E5.31.SI1.Students will be able to order food and drinks at a restaurant with simple expressions.</p> <p>Reading E5.31.R1.Students will be able to understand texts about lack of necessity and future predictions.</p> <p>Writing E5.31.W1.Students will be able to prepare a list of their obligations and voluntary tasks.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Postcards Posters Probes/Realia Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students prepare a news bulletin. • The teacher assigns the tenth graded reader* to the students. <p><small>*The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</small></p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
32 A Piece of Advice	<p>Making offers and polite requests Could you please give me a minute? Could you help me with the repair, please? Would you close the door, please? How may I help you? May I give you a hand? I was wondering if you could carry the bag for me.</p> <p>Giving suggestions If I were you, I would stay in Izmir. Why don't you visit the museum at weekend? How about going abroad next year? What about writing a post card to your grandparents? I think you should go on a long holiday. Let me give you a piece of advice.</p> <p>Apologizing and responding to apologizing I am sorry. I had that wrong. My mistake. I was wrong on that. My apologies. I need to apologize to you for coming late. I owe you an apology. I hope you can forgive me.</p> <p>I'd like to apologize to you for shouting at you. — That's OK! — No worries. — Take it easy!</p> <p><i>Give</i> advice/an answer/a call/a chance (to someone) a choice/ an example/a hug/an idea/a ride/your opinion</p> <p>Mum's the world/ Piece of cake</p>	<p>Listening E5.32.L1.Students will be able to understand oral texts that include giving suggestions.</p> <p>Spoken Production E5.32.SP1.Students will be able to make polite requests/offers in meaningful contexts.</p> <p>Spoken Interaction E5.32.SI1.Student will be able to apologize and respond to apologizing in meaningful contexts.</p> <p>Reading E5.32.R1.Students will be able to comprehend texts about giving suggestions and making offers.</p> <p>Writing E5.32.W1.Students will be able to write a short suggestion list about going on a diet or studying English.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Postcards Posters Probes/Realia Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students prepare a drama task about topics such as 'asking for suggestions from a teacher', 'ordering at a restaurant in a polite way' or 'expressing apologies to friends for an excuse' and alike.

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
33 Deep into History	<p>Using time expressions to order actions As soon as I went to Selçuk, I visited Ephesus. Once our teacher arrived in the morning, we began to talk about Turkish Independence War. As long as he studies hard, we will become a successful historian. While/As she was watching a documentary about Egyptians, we learned a lot of new things. When the children read about the Maya Civilization, they were surprised by their invention.</p> <p>Talking about causal events Give Jane a chance! The more you get to know her, the more you will like her. The longer you delay, the harder it will be to complete your homework.</p> <p>have/make/let someone do something ask/get/force/lead someone to do something</p> <p>age/ancient/calendar/century/civilization/decade history/historic/historical/heritage/modern/myth/ mystery/tradition</p> <p>See eye to eye/Bite your tongue</p>	<p>Listening E5.33.L1.Students will be able to recognize oral texts that include various time expressions to order actions.</p> <p>Spoken Production E5.33.SP1.Students will be able to report on the relationship of events and actions.</p> <p>Spoken Interaction E5.33.SI1.Students will be able to talk about situations that include order of actions.</p> <p>Reading E5.33.R1.Students will be able to understand texts that include the relationship of events and actions.</p> <p>Writing E5.33.W1.Students will be able to write a short paragraph on an important historical event of their choice.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Postcards Posters Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students do a group work about interesting historical events. • The teacher assigns the eleventh graded reader* to the students. <p><small>*The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</small></p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
34 Super Heroes	<p>Talking about actions happening in the past, present and future Superman has saved hundreds of people. Super heroes love helping people and animals. I have known Harry Potter since I was born. We are going to take a vacation to Harikalar Diyarı to see super heroes. While I was watching Batman, I got very excited. Have you heard the news about the movie Ironman? I am doing research about Turkish super heroes. My mother is my super hero because she cares me a lot.</p> <p>Making predictions with different levels of certainty about actions happening now Where is Superman? — He must be helping people. — He cannot be sleeping at home. — He may be writing an article in Daily Planet. — He might be taking a day off.</p> <p>alien/comic/comic book/cartoon/character/hero/ heroine/super power</p> <p>Actions speak louder than words/Make long story short</p>	<p>Listening E5.34.L1.Students will be able to recognize oral texts that include actions happening in the past, present and future</p> <p>Spoken Production E5.34.SP1.Students will be able to make predictions with different levels of certainty about actions happening now.</p> <p>Spoken Interaction E5.34.SI1.Students will be able to exchange information about actions happening in the past, present and future.</p> <p>Reading E5.34.R1.Students will be able to understand texts about actions happening in the past, present and future. E5.34.R2.Students will be able to understand texts about predictions with different levels of certainty about actions happening now.</p> <p>Writing E5.34.W1.Students will be able to prepare a 'hero card' in which they describe their favorite hero.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Postcards Posters Probes/Realia Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments • In groups, students prepare a short drama activity about their super heroes.</p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
35 Friends Matter	<p>Talking about actions that start in the past and still go on I have been studying in this school for five years/since 2012. They have been living in Aydın for three years/since 2014. We have been waiting for you at school since we called you.</p> <p>How long have you been living in the same neighborhood? — I've been living here since I was born. — I have written you nine emails, but you did not get back to me. Why? — I was too busy to answer. My apologies. — That's OK!</p> <p>What is your favorite film? — I have seen Charlie's Chocolate Factory ten times. That's my favorite movie, for sure!</p> <p>appear-disappear/comfortable-uncomfortable/fair-unfair/ friendly-unfriendly/ happy-unhappy/lucky-unlucky/ possible-impossible/tidy-untidy/polite-impolite/ usual-unusual/real-unreal</p> <p>best/close/true friend buddy cool count on get on well with somebody go for a walk mate secret share support trust</p> <p>New kid on the block/Lend me your ear/ Don't judge a book by its cover.</p>	<p>Listening E5.35.L1.Students will be able to understand oral texts that include actions that start in the past and still go on.</p> <p>Spoken Production E5.35.SP1.Students will be able to talk about the duration of actions they still do.</p> <p>Spoken Interaction E5.35.SI1.Students will be able to exchange information about actions that start in the past and still go on.</p> <p>Reading E5.35.R1.Students will be able to understand texts about duration of actions.</p> <p>Writing E5.35.W1.Students will be able to prepare a poster depicting their routines to show how long they have been doing each of them.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Postcards Posters Probes/Realia Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments • Students prepare a short speech to express what they like about their best friends.</p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
36 Discovering the Space	<p>Expressing opinions and facts The book that I bought yesterday is about space discoveries. New studies were published on the Curious Space magazine. Although scientists observe the Mars clearly, there are still a lot of things to learn about it. Due to high technology, we can easily communicate with astronauts in the space. Unless countries support space travels, astronauts cannot be sent to Mars. The book about NASA was so interesting that I have read it three times. It was such a great discovery that people were shocked by the news.</p> <p>Making comments about opinions about actions and events I am interested in studying Physics. I am curious about going to space. I am surprised at/by reading about the new discoveries. I am responsible for writing about space in the school newspaper. I am in charge of presenting about our Solar System. I am afraid of learning about the giant asteroids.</p> <p>avoid/can't help/complete/delay/deny/dislike/enjoy/finish/mind/miss/spend (time)/suggest/waste (time)</p> <p>Once in a blue moon/Pull a rabbit out of a hat</p>	<p>Listening E5.36.L1.Students will be able to understand oral texts including opinions and facts.</p> <p>Spoken Production E5.36.SP1.Students will be able to express opinions and facts.</p> <p>Spoken Interaction E5.36.SI1.Students will be able to exchange their opinions about particular issues.</p> <p>Reading E5.36.R1.Students will be able to understand texts that discuss opinions and facts.</p> <p>Writing E5.36.W1.Students will be able to prepare a poster of their routines showing how long they have been doing them.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Menus Notices Postcards Posters Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments • Students prepare a science club brochure.</p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
37 Miscellaneous	<p>Talking about events that show interest in actions Are you invited to the Jack's birthday party? — Yes, I am. — No, I am not. Were you informed about the exam date yesterday? — Yes, I was — No, I was not. S/he was known as a famous artist when she was young. I have been interested in music since I was a child. I will be invited to the handball team of our school soon.</p> <p>Connecting different ideas and arguments Celebrities have a lot of money. However, they may not be happy at all. Reading helps to learn new information. Furthermore, it helps to improve your imagination. Sinan is an actor. Moreover, he lectures at a university. Begüm writes short stories. In addition, she writes TV scripts. Her salary is pretty low; nevertheless, she really enjoys her job. I was tired; therefore, I fell asleep.</p> <p>Making comments about opinions, actions and events It is difficult to become an astronaut. It is not that easy to study astrophysics. Fixing a spaceship must be too difficult to do. We are on the same boat/Bark up the wrong tree</p>	<p>Listening E5.37.L1.Students will be able to recognize linkers in oral texts that connect ideas and arguments.</p> <p>Spoken Production E5.37.SP1.Students will be able to express their opinions about actions and events.</p> <p>Spoken Interaction E5.37.SI1.Students will be able to exchange their ideas about particular issues by exploiting different linkers.</p> <p>Reading E5.37.R1.Students will be able to recognize linkers that connect ideas and arguments.</p> <p>Writing E5.37.W1.Students will be able to write a short paragraph about a topic of their choice using linkers.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Postcards Posters Probes/Realia Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments</p> <ul style="list-style-type: none"> • The teacher assigns the twelfth graded reader* to the students. <p>*The graded readers, based on the proficiency level of students, should be utilized as extensive reading materials.</p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
38 Environment	<p>Expressing personal opinions and feelings We are happy to see you in the environment conference. We were pleased to learn about global warming. They were sad to hear about your leave from the trekking club. They were excited to hear about your project on environment. I was amazed by the natural beauties of Antalya. I am fond of/keen on protecting the environment.</p> <p>Expressing preferences I prefer cycling to trekking in the nature. S/he prefers planting flowers to taking care of animals.</p> <p>be amazed at/by fond of interested in glad for keen on excited for/about</p> <p>atmosphere /carbon dioxide/carbon monoxide/ climate/coal/contamination/disposable/diversity/ ecology/ecosystem/ emission/endangered/ energy/environment/ environmentalist/erosion/ extinct/extinction/ fossil fuel/ geothermal</p> <p>save electricity/energy/ money/someone a seat/ someone's life/time</p> <p>Out of blue</p>	<p>Listening E5.38.L1.Students will be able to comprehend individuals' opinions and feelings about environment.</p> <p>Spoken Production E5.38.SP1.Students will be able to express their preferences.</p> <p>Spoken Interaction E5.38.SI1.Students will be able to share their feelings and opinions about particular events and things.</p> <p>Reading E5.38.R1.Students will be able to scan through the text to comprehend individuals' opinions and feelings about environment.</p> <p>Writing E5.38.W1.Students will be able to prepare a DO/DON'T List to protect the environment.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Postcards Posters Probes/Realia Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments • Students work in groups and prepare a project about the environmental problems in their neighborhood and report it in the classroom.</p>

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
39 Extreme Engineering	<p>Expressing purpose of actions and events You have to take university entrance examination to study engineering. You need to learn mathematics in order to become an engineer. Good engineers need to think critically so that they can invent new methods.</p> <p>Expressing personal experiences This is the greatest monument that has been built so far. Until now, s/he has not worked in a bridge construction. They have built the largest farm in Konya lately. I have never seen such a tall building in my life before. It is the first time I have seen a skyscraper which is made of glass.</p> <p>basement/bridge/building/ceiling/construction elevator/ cement/concrete/floor/glass/high way/ plan/road roof/ skyscraper/street/underground/ plug in-off/switch on-off/ turn on-off land on-off/take off/hop on-off/get into Bread and butter/Kill two birds with one stone</p>	<p>Listening E5.39.L1.Students will be able to understand oral texts that include purposes of actions/events.</p> <p>Spoken Production E5.39.SP1.Students will be able to express their personal experiences.</p> <p>Spoken Interaction E5.39.SI1.Students will be able to exchange information about purposes of actions/events.</p> <p>Reading E5.39.R1.Students will be able to scan through a text to spot particular information about extreme engineering.</p> <p>Writing E5.39.W1.Students will be able to write a short paragraph about their personal experiences, which may be interesting for peers to read.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Postcards Posters Probes/Realia Songs Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students work in groups, prepare a project about extreme engineering, such as designing an imaginary building model/plan or inventing a new transportation system/model and present it in the class.

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Unit / Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
40 Our Planet	<p>Talking about general facts The Earth revolves around the sun. Our Solar System is in the Milky Way Galaxy. All seasons are affected by the position of the Moon and the Sun. Oceans have an important effect on the climate system. Climate change will be one of the greatest problem of our planet.</p> <p>Expressing personal opinions and feelings I am excited about the new discoveries of Physics. I am glad to learn that there are a lot of clean energy sources. I am interested in learning more about the universe. I am pleased to read about greenhouse effect. I believe that children can change the future of our planet. In my opinion, all of the governments should be careful about climate change. To me, everybody is responsible for the environmental problems. I think we must protect our planet. According to scientists, global warming is the biggest threat for us.</p> <p>atmosphere evidence explore galaxy gravity meteor moon observe orbit planet proof rescue satellite solar system space shuttle surface universe</p> <p>miss the boat/cost an arm and a leg</p>	<p>Listening E5.40.L1.Students will be able to understand oral texts about the general facts and universal truths.</p> <p>Spoken Production E5.40.SP1.Students will be able to talk about the general facts and universal truths.</p> <p>Spoken Interaction E5.40.SI1.Students will be able to express their personal opinions and feelings about our planet and the universe.</p> <p>Reading E5.40.R1.Students will be able to scan through simple written texts to spot information about our planet and the universe.</p> <p>Writing E5.40.W1.Students will be able to write a simple paragraph depicting their concerns about our planet.</p>	<p>Contexts Advertisements Cartoons Charts Conversations Illustrations Lists Notices Postcards Posters Tables Videos</p> <p>Tasks/Activities Arts and Crafts Competitions Drama (Role Play, Simulation, Pantomime) Games Information transfer Labeling Matching Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students work in groups, prepare a short presentation about protecting our planet and present it in the class.

