4th-8th Grades
English Language Curriculum Framework for Summer School
CONTENTS

4th-8th Grades English Language Curriculum Framework for Summer School .................. 2
Model English Language Curriculum Framework (For 4th-8th Grades) .............................. 2
Important Issues for the Application of the Curriculum Framework ............................. 3
References ........................................................................................................................ 5
1st group (4th grade) ......................................................................................................... 6
2nd group (5th-6th grades) ............................................................................................. 10
3rd group (7th-8th grades) .............................................................................................. 14
The English Language Curriculum Framework is prepared for the 4th-8th grade students who are willing to attend English classes during summer school. This curriculum framework is based on the English Lesson Curriculum for primary and secondary school students (2-8 grades). The themes in this curriculum framework are determined according to the English lesson curriculum by taking into consideration the duration of summer school. The objective of this curriculum framework is to reinforce students’ communicative competence and to create positive attitudes, beliefs, and motives toward learning English.

During the summer school, students engage in activities which require actual communication between students and their teacher, such as creating a game as a group and then playing it with classmates, rather than rehearsing prepared material (e.g., taking turns reading a printed dialog from a textbook or reciting memorized lists of verb forms). Furthermore, as motivation is essential to student success, the curriculum framework aims to make learning English interesting, engaging and fun, taking into account the diverse needs of students at different developmental levels (Cameron, 2001). At this point, students are predominantly provided with a ‘play world’, in which they are expected to sing, dance, play games, do arts and craft activities (McKay, 2006), all of which embedded with English language. To sum up, the curriculum framework strives to foster an enjoyable and motivating learning environment where students of English feel comfortable and supported.

A model English Language Curriculum Framework is demonstrated in terms of levels, groups, skill focus, main activities and strategies below in order to explain the details of the curriculum framework. The language skills, main activities and strategies presented in the table are suggested for the application of the curriculum framework in the summer school.

### Model English Language Curriculum Framework (For 4th-8th Grades)

<table>
<thead>
<tr>
<th>Levels (Hours/Week)</th>
<th>Groups</th>
<th>Skill focus</th>
<th>Main activities/Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A1) 12</td>
<td>1st group (4th grade)</td>
<td>Listening and Speaking Very Limited Reading and Writing</td>
<td>TPR/Arts and crafts/Drama</td>
</tr>
<tr>
<td>(A1) 12</td>
<td>2nd group (5th-6th grades)</td>
<td>Listening and Speaking Limited Reading Limited Writing</td>
<td>Drama/Role-play</td>
</tr>
<tr>
<td>(A2) 12</td>
<td>3rd group (7th-8th grades)</td>
<td>Primary: Listening and Speaking Secondary: Reading and Writing</td>
<td>Theme-based</td>
</tr>
</tbody>
</table>

The curriculum framework is designed for 3 groups as illustrated in the table above. There are 4 themes for each group and each theme is planned to be instructed in 12-course hours per week. Speaking and listening are the major skills depicted in the fourth grade (the 1st group) of the curriculum framework. Nevertheless, that does not mean teachers cannot offer any doable reading or writing tasks, which would be quite reasonable, and perhaps inevitable, in a communicative classroom atmosphere. In the 5th-8th grades (2nd and 3rd groups) all of the skills (speaking, listening, reading, and writing) are included, but the speaking and listening skills should be the primary ones in order to improve students’ communicative competence. Briefly, reading, writing, and grammatical structures are not a focus of the instruction process. Because younger students learn languages best through songs, games, and hands-on activities (Cameron, 2001). Authentic materials, arts and crafts, drama, role play, and context-embedded activities are implemented to stress the communicative nature of English for summer school.

Learning, teaching and assessment are part of a whole, interacting constantly with each other in shaping not only teachers’ instructional choices but also students’ learning strategies. Self-assessment is emphasized primarily in the curriculum framework, as students are encouraged and expected to monitor their own progress.
and achievement in the development of communicative competence (Bachman, 1990; CoE, 2001). To this end, each theme includes a list of achievements to be met by the students; this can be converted into 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?”

### Important Issues for the Application of the Curriculum Framework

The summer school language learning environment is characterized by the following communicative features:

- Communication is carried out in English as much as possible and based on the creation of real meaning.
- The focus of learning is on deepening communication, rather than on completing curricular items within a given period of time.
- Remind children that learning English language is easy and enjoyable.
- Enjoyment of language learning is fostered through activities such as arts and crafts, TPR, and drama.
- Classroom materials and teaching tools should be drawn from authentic sources as much as possible in order to demonstrate English as it is used in real life (Cameron, 2001).
- Students frequently encounter materials that have previously been covered in order to reinforce what they already know.
- Students are continuously exposed to English through audio and visual materials.
- Use media, cultural artifacts and people as much as possible to contextualize the lessons and to keep students’ interest alive.
- Students develop high motivation for learning by completing challenging, yet achievable activities.
- Students produce materials to share with the rest of the classroom.
- 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.

All of the foreign language skills [Reading (R), Listening (L), Speaking (S), and Writing (W)] were addressed throughout the English curriculum framework for summer school. The learning outcomes specified within the curriculum were coded with regard to the course name, group, theme number, language skill and the number of the learning outcomes. These codes were assigned to each learning outcome, as follows:

<table>
<thead>
<tr>
<th>Course and Group</th>
<th>Theme</th>
<th>Language Skill and Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1. L1.</td>
<td></td>
<td>Students will be able to recognize the names of emotions/feelings.</td>
</tr>
</tbody>
</table>
The functions and the useful language, language skills and learning outcomes as well as suggested materials/tasks/contexts were presented in three different consecutive columns in the syllabi.

- The functions refer to the communicative role(s) of a given form in a context of situation.
- The language skills 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.
- Suggested materials are presented to provide teachers and students with comprehensive digital and printable content during the summer school.
- Suggested contexts and tasks help students achieve a success in practicing the input and language skills in the preceding columns.
References


### 1st group (4th grade)

<table>
<thead>
<tr>
<th>Theme</th>
<th>Functions &amp; Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials</th>
<th>Suggested Contexts and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expressing feelings</strong></td>
<td></td>
<td><strong>Listening</strong></td>
<td><strong>Communicative Supplementary Materials</strong>&lt;br&gt;<a href="http://meb.ai/EWiGFH">http://meb.ai/EWiGFH</a></td>
<td><strong>Contexts</strong>&lt;br&gt;Captions&lt;br&gt;Cartoons&lt;br&gt;Conversations&lt;br&gt;Illustrations&lt;br&gt;Podcasts&lt;br&gt;Poems&lt;br&gt;Posters&lt;br&gt;Songs&lt;br&gt;Stories&lt;br&gt;Videos</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>E1.1.L1. Students will be able to recognize the names of emotions/feelings.</strong></td>
<td><strong>Flashcards</strong>&lt;br&gt;<a href="http://meb.ai/ttBH0z">http://meb.ai/ttBH0z</a></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>E1.1.L2. Students will be able to recognize simple suggestions.</strong></td>
<td><strong>Interactive Materials</strong>&lt;br&gt;<a href="http://meb.ai/KIPFMg">http://meb.ai/KIPFMg</a></td>
<td></td>
</tr>
<tr>
<td><strong>Making simple suggestions</strong></td>
<td></td>
<td><strong>Speaking</strong></td>
<td><strong>Posters</strong>&lt;br&gt;<a href="http://meb.ai/EH0Z50">http://meb.ai/EH0Z50</a>&lt;br&gt;<a href="http://meb.ai/EuAAHo">http://meb.ai/EuAAHo</a>&lt;br&gt;<a href="http://meb.ai/tdItRF">http://meb.ai/tdItRF</a></td>
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<tr>
<td></td>
<td></td>
<td><strong>E1.1.S1. Students will be able to talk about personal emotions/feelings.</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>E1.1.S2. Students will be able to make simple suggestions.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Feelings</td>
<td></td>
<td><strong>angry energetic/tired good/bad happy/unhappy hungry okay sad surprised thirsty</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*To access the suggested materials, it is necessary to log in to EBA.*
<table>
<thead>
<tr>
<th>Theme</th>
<th>Functions &amp; Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials</th>
<th>Suggested Contexts and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Nature</td>
<td><strong>Expressing likes and dislikes</strong>&lt;br&gt;I like/love dolphins, but I dislike sharks. &lt;br&gt;<strong>Making simple inquiries</strong>&lt;br&gt;Are there four dolphins?&lt;br&gt;— Yes, there are four dolphins.&lt;br&gt;— No. There is one dolphin.&lt;br&gt;— There are four dolphins/trees in the sea/forest. &lt;br&gt;<strong>Talking about nature and animals</strong>&lt;br&gt;This/That/It is a frog. It's big and green. Is the whale red?&lt;br&gt;— Yes, it is.&lt;br&gt;— No, it isn’t.&lt;br&gt;— This whale/It is blue. bee, -s&lt;br&gt;bear, -s&lt;br&gt;dolphin,-s&lt;br&gt;forest, -s&lt;br&gt;frog, -s&lt;br&gt;ladybird,-s&lt;br&gt;mountain, -s&lt;br&gt;pigeon, -s&lt;br&gt;sea&lt;br&gt;shark, -s&lt;br&gt;whale, -s</td>
<td><strong>Listening</strong>&lt;br&gt;E1.2.L1. Students will be able to recognize nature and the names of animals. &lt;br&gt;E1.2.L2. Students will be able to follow short and simple oral instructions about nature and animals. &lt;br&gt;<strong>Speaking</strong>&lt;br&gt;E1.2.S1. Students will be able to talk about nature and animals. &lt;br&gt;E1.2.S2. Students will be able to talk about the animals they like or dislike and the nature.</td>
<td><strong>Communicative Supplementary Materials</strong>&lt;br&gt;<a href="http://meb.ai/s3bs3Y">http://meb.ai/s3bs3Y</a> &lt;br&gt;<strong>Flashcards</strong>&lt;br&gt;<a href="http://meb.ai/JOPnnq">http://meb.ai/JOPnnq</a> &lt;br&gt;<a href="http://meb.ai/ExkVLw">http://meb.ai/ExkVLw</a> &lt;br&gt;<strong>Interactive Materials</strong>&lt;br&gt;<a href="http://meb.ai/fy5wzm">http://meb.ai/fy5wzm</a> &lt;br&gt;<strong>Songs</strong>&lt;br&gt;<a href="http://meb.ai/veoJ3I">http://meb.ai/veoJ3I</a> &lt;br&gt;<a href="http://meb.ai/GeQiOg">http://meb.ai/GeQiOg</a> &lt;br&gt;<a href="http://meb.ai/KEmWLy">http://meb.ai/KEmWLy</a></td>
<td><strong>Contexts</strong>&lt;br&gt;Advertisements &lt;br&gt;Blogs &lt;br&gt;Captions &lt;br&gt;Cartoons &lt;br&gt;Conversations &lt;br&gt;Illustrations &lt;br&gt;Maps &lt;br&gt;Signs &lt;br&gt;Songs &lt;br&gt;Stories &lt;br&gt;Tables &lt;br&gt;Videos &lt;br&gt;<strong>Tasks/Activities</strong>&lt;br&gt;Arts and Crafts &lt;br&gt;Chants and Songs &lt;br&gt;Drama (Role Play, Simulation, Pantomime) &lt;br&gt;Drawing and Coloring &lt;br&gt;Games &lt;br&gt;Labeling &lt;br&gt;Matching &lt;br&gt;Making &lt;br&gt;Puppets &lt;br&gt;Questions and Answers &lt;br&gt;Reordering</td>
</tr>
</tbody>
</table>

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### 1st group (4th grade)

<table>
<thead>
<tr>
<th>Theme</th>
<th>Functions &amp; Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials</th>
<th>Suggested Contexts and Tasks</th>
</tr>
</thead>
</table>
| 3. Cartoon Character | **Expressing ability and inability**  
Can you play the piano?  
Can s/he jump?  
—Yes, s/he can./No, s/he can’t.  
Can you speak English?  
—Yes, I can.  
S/he can ride a bike, but I cannot/can’t.  
S/he can swim.  
I can read books in English.  
My hero can/can’t ...  
Your cartoon character can/can’t ... | **Listening**  
**E1.3.L1.** Students will be able to get the main idea of a simple oral text about the abilities of the self and others.  
**E1.3.L2.** Students will be able to recognize possessions of others in a clear, short and slow oral text. | **Communicative Supplementary Materials**  
http://meb.ai/J5YbnV  
**Interactive Materials**  
http://meb.ai/GFPUEb  
http://meb.ai/fw9Qov  
http://meb.ai/Gvlsrc  
http://meb.ai/URJvdz  
http://meb.ai/srggLc | **Contexts**  
Captions  
Cartoons  
Charts  
Conversations  
Illustrations  
Notices  
Posters  
Probes/Realia  
Rhymes  
Songs  
Stories  
Tables  
Videos  |
| | **Talking about possessions (Making simple inquiries)**  
This is her/his/my/your guitar.  
These are his/her/my/your books.  
Is this his/her/my/your ...?  
Are these his/her/my/your ...?  
Whose bike is this?  
This is my/his/Ahmet’s bike.  

carry  
catch  
climb a tree  
dive  
do puzzles  
drive  
jump  
fly  
play ...  
... the guitar/the piano, etc.  
ride a horse  
speak  
take pictures | **Speaking**  
**E1.3.S1.** Students will be able to talk about their own and others’ possessions.  
**E1.3.S2.** Students will be able to deliver a simple, brief speech about abilities with an initial preparation. | **Songs**  
http://meb.ai/KEmWLY | **Tasks/Activities**  
Arts and Crafts  
Chants and Songs  
Drama (Role Play, Simulation, Pantomime)  
Drawing and Coloring  
Games  
Matching  
Making  
Puppets  
Questions and Answers  
Storytelling |

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<table>
<thead>
<tr>
<th>Theme</th>
<th>Language Skills and Learning Outcomes</th>
<th>Contexts</th>
<th>Suggested Materials</th>
<th>Tasks/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th grade</td>
<td></td>
<td></td>
<td>Supplementary Materials</td>
<td></td>
</tr>
<tr>
<td><strong>1st group (4th grade)</strong></td>
<td><strong>Language Skills and Learning Outcomes</strong></td>
<td><strong>Listening</strong></td>
<td><strong>Speaking</strong></td>
<td><strong>Communicative</strong></td>
</tr>
<tr>
<td><strong>Functions &amp; Useful Language</strong></td>
<td><strong>Talking about daily routines</strong></td>
<td><strong>E1.4.L1.</strong> Students will be able to understand the general and specific information in a short, oral text about daily routines.</td>
<td><strong>E1.4.S1.</strong> Students will be able to talk about their daily routines.</td>
<td><strong>Supplementary Materials</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Making simple inquiries</strong></td>
<td><strong>E1.4.L2.</strong> Students will be able to recognize the time in a short oral text.</td>
<td><strong>E1.4.S2.</strong> Students will be able to talk about the time.</td>
<td><strong>Flashcards</strong></td>
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<td></td>
<td><strong>Telling the time and days</strong></td>
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<td><strong><a href="http://meb.ai/sTENXe">http://meb.ai/sTENXe</a></strong></td>
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<td><strong><a href="http://meb.ai/k1v96">http://meb.ai/k1v96</a></strong></td>
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<td><strong><a href="http://meb.ai/tOy6hL">http://meb.ai/tOy6hL</a></strong></td>
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<td><strong><a href="http://meb.ai/jC4R65">http://meb.ai/jC4R65</a></strong></td>
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<tr>
<td><strong>Tasks/Activities</strong></td>
<td><strong>Arts and Crafts</strong></td>
<td></td>
<td></td>
<td><strong>Questions and Answers</strong></td>
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<td><strong>Charts and Songs</strong></td>
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<tr>
<td></td>
<td><strong>Drama (Role Play, Simulation, Pantomime)</strong></td>
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<td></td>
<td><strong>Drawing and Coloring</strong></td>
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<td><strong>Games</strong></td>
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<td></td>
<td><strong>Making</strong></td>
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<td></td>
<td><strong>Puppets</strong></td>
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<tr>
<td></td>
<td><strong>Questions and Answers</strong></td>
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<td></td>
<td><strong>Storytelling</strong></td>
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</tbody>
</table>

To access the suggested materials, it is necessary to log in to EBA.
## 2nd group (5th-6th grades)

<table>
<thead>
<tr>
<th>Theme</th>
<th>Functions &amp; Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials</th>
<th>Suggested Contexts and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Food and Drinks</strong></td>
<td><strong>Making offers</strong></td>
<td><strong>Listening</strong></td>
<td><strong>Communicative Supplementary Materials</strong></td>
<td><strong>Contexts</strong></td>
</tr>
<tr>
<td></td>
<td>Do you want a sandwich? Want a sandwich? Would you like a sandwich? —No, thanks. I’m full. —Yes, please. What/How about an apple? —Not now, thanks. —No, thanks, maybe later.</td>
<td>E2.1.L1. Students will be able to recognize simple words and phrases about food and drinks. E2.1.L2. Students will be able to understand the offers about their basic needs. E2.1.L3. Students will be able to identify others' needs and feelings in simple oral texts.</td>
<td><a href="http://meb.ai/vY6m3o">http://meb.ai/vY6m3o</a></td>
<td><strong>Advertisements</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Expressing basic needs and feelings (Making simple inquiries)</strong></td>
<td><strong>Speaking</strong></td>
<td><strong>Flashcards</strong></td>
<td><strong>Captions</strong></td>
</tr>
<tr>
<td></td>
<td>I want some milk, please. Are you hungry? —Yes, I am, and I want some please. —No, I’m not hungry. —Yes, I feel hungry. Is s/he thirsty? —Yes, s/he is. / No, s/he isn’t.</td>
<td>E2.1.S1. Students will be able to talk about their basic needs and feelings. E2.1.S2. Students will be able to express others' feelings and their needs.</td>
<td><a href="http://meb.ai/ICYUOm">http://meb.ai/ICYUOm</a> <a href="http://meb.ai/eKNUfb">http://meb.ai/eKNUfb</a> <a href="http://meb.ai/EmN3cL">http://meb.ai/EmN3cL</a></td>
<td><strong>Cartoons</strong></td>
</tr>
<tr>
<td></td>
<td>bread, butter, cheese, coffee, cupcake, -s, fish and chips, honey, lemonade, marmalade, milk, olive, -s, pasta, salad, soup, tea, yoghurt, now/ later.</td>
<td></td>
<td></td>
<td><strong>Conversations</strong></td>
</tr>
</tbody>
</table>

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### 2nd group (5th-6th grades)

<table>
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<th>Theme</th>
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</thead>
</table>
| 2. My Town | Asking for and giving directions (Making simple inquiries)  
Excuse me, how can I get to the city center?  
—Go (straight) ahead and turn left on Uçarlı Street.  
—Thanks.  
Excuse me, where is the bus station?  
—It’s on Papatya Street.  
**Talking about locations of things and people**  
Where are you?  
—I am at the library.  
—Library?  
—Yes, the library.  
around/next to/opposite ...  
...the barber shop  
...the bank  
...the library  
...the mosque  
...the butcher  
...the grocery  
...the pharmacy  
...the bookshop  
...the toyshop  
...the bakery  
...the pool  
...the cinema/theater/museum between ...  
...the shop and the bus stop | Listening  
**E2.2.L1.** Students will be able to understand simple directions to get from one place to another.  
**E2.2.L2.** Students will be able to recognize the use of rising intonation to ask for clarification.  
**Speaking**  
**E2.2.S1.** Students will be able to talk about the locations of things and people in simple conversations.  
**E2.2.S2.** Students will be able to give directions in a simple way.  
**Reading**  
**E2.2.R1.** Students will be able to understand information about important places. | **Communicative Supplementary Materials**  
http://meb.ai/KLwiPv  
**Workbook**  
http://meb.ai/sAhIrz  
**Interactive Materials**  
http://meb.ai/EXodXS  
http://meb.ai/szfPOQ | **Contexts**  
Advertisements  
Captions  
Cartoons  
Conversations  
Instructions  
Maps  
Notes and Messages  
Podcasts  
Postcards  
Posters  
Signs  
Tables  
Videos  
**Tasks/Activities**  
Arts and Crafts  
Drawing and Coloring Dram (Role Play, Simulation, Pantomime)  
Games  
Labeling  
Making puppets  
Matching  
Questions and Answers |

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### 2nd group (5th-6th grades)

<table>
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<th>Suggested Contexts and Tasks</th>
</tr>
</thead>
</table>
| **3. My Daily Routine** | Describing what people do regularly (Making simple inquiries)  
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.  
**Telling the time**  
What time is it?  
—It's half past nine.  
—It's quarter to eleven.  
**Naming numbers**  
Numbers from 1 to 100 | **Listening**  
E2.3.L1. Students will be able to understand specific information in short, oral texts about daily routines.  
E2.3.L2. Students will be able to understand the time.  
**Speaking**  
E2.3.S1. Students will be able to talk about daily routines.  
E2.3.S2. Students will be able to use simple utterances to talk about daily routines of friends and family members.  
E2.3.S3. Students will be able to tell the time and numbers from 1 to 100.  
**Reading**  
E2.3.R1. Students will be able to understand short and simple written texts about daily routines.  
**Communicative Supplementary Materials**  
Workbook  
http://meb.ai/U651WT  
Flashcards  
http://meb.ai/sESBE5_  
Songs  
http://meb.ai/GGe3bh | **Contexts**  
Advertisements  
Captions  
Cartoons  
Charts  
Conversations  
Illustrations  
Notes and Messages  
Poems  
Postcards  
Posters  
Rhymes  
Songs  
Stories  
Tables  
Videos  
**Tasks/Activities**  
Competitions  
Drama (Role Play, Simulation, Pantomime)  
Games  
Information transfer  
Labeling  
Making puppets  
Matching  
Reordering  
Storytelling  
True/False/No information |  
To access the suggested materials, it is necessary to log in to EBA.
### 2nd group (5th-6th grades)

#### Language Skills and Learning Outcomes

<table>
<thead>
<tr>
<th>Functions &amp; Useful Language Skills</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asking for permission (Making simple inquiries)</strong></td>
<td><strong>E2.4.S1.</strong> Students will be able to ask for permission.</td>
</tr>
<tr>
<td><strong>Describing what people/animals are doing now</strong></td>
<td><strong>E2.4.S2.</strong> Students will be able to use simple utterances to describe what other people are doing at the moment.</td>
</tr>
<tr>
<td><strong>Making requests</strong></td>
<td><strong>E2.4.S3.</strong> Students will be able to talk about what people/animals are doing at the moment.</td>
</tr>
</tbody>
</table>

#### Tasks/Activities

- Chants and Songs
- Drama (Role Play, Simulation, Pantomime)
- Games
- Information transfer
- Matching
- Questions and Answers
- Storytelling
- True/False/No information

### 4. The Animal Shelter

#### Contexts

- Advertisements
- Cartoons
- Conversations
- Fables
- Illustrations and Messages
- Posters
- Stories
- Videos

#### Suggested Materials

- **Communicative Supplementary Materials**
  - Workbook
    - [http://meb.ai/tj8JoD](http://meb.ai/tj8JoD)
  - Flashcards
    - [http://meb.ai/Ked5AT](http://meb.ai/Ked5AT)
    - [http://meb.ai/JOPnnq](http://meb.ai/JOPnnq)

### Suggested Contexts and Tasks

**Theme:**

*The Animal Shelter*

**Tasks**

1. **Asking for permission (Making simple inquiries)**
   - Can we adopt/get an animal?
     - Of course you can.
   - Can I feed the birds?
     - That's not a good idea.
   - Not right now.

2. **Describing what people/animals are doing now**
   - The cat is climbing the tree.
   - The boy is feeding the birds.
   - The vet is examining the rabbit.
   - The puppies are playing.

**Vocabulary**

- adopt/get an animal
- bark
- claw, -s
- examine
- feed
- help
- kitten, -s
- puppy, -ies
- save
- sleep
- tail, -s
- vet (veterinary)
- now/right now/at the moment

**Listening**

- **E2.4.L1.** Students will be able to understand descriptions of what people/animals are doing at the moment.

**Speaking**

- **E2.4.S1.** Students will be able to talk about what people/animals are doing at the moment.
- **E2.4.S2.** Students will be able to ask for permission.
- **E2.4.S3.** Students will be able to use simple utterances to describe what other people are doing at the moment.

**Reading**

- **E2.4.R1.** Students will be able to understand short and simple texts about what people/animals are doing at the moment.

*To access the suggested materials, it is necessary to log in to EBA.*
<table>
<thead>
<tr>
<th>Theme</th>
<th>Functions &amp; Useful Language</th>
<th>Language Skills and Learning Outcomes</th>
<th>Suggested Materials</th>
<th>Suggested Contexts and Tasks</th>
</tr>
</thead>
</table>
| 1. Occupations | Talking about occupations  
What does your uncle do?  
—He’s a salesman, but he also works at a restaurant on Fridays.  
What do you do?  
—I am a nurse.  
Can you build a house?  
—No, I can’t!  
What can you do?  
—I can make dresses. I can cut and sew fabric.  
Asking personal questions  
Was s/he in İstanbul last week?  
Were you at school yesterday?  
When were you born?  
Where was s/he born?  
Telling the time, days and dates  
—S/he was in İstanbul in May.  
—I was at school yesterday.  
—I was born on 10th of February, 2005.  
—S/he was born in Malatya in 1990. | **Listening**  
E3.1.L1. Students will be able to understand familiar words and simple phrases concerning people’s occupations in clear oral texts.  
E3.1.L2. Students will be able to understand the time, days and dates.  
**Spoken Interaction**  
E3.1.SI1. Students will be able to talk about occupations.  
**Spoken Production**  
E3.1.SP1. Students will be able to ask personal questions.  
E3.1.SP2. Students will be able to state the dates.  
**Reading**  
E3.1.R1. Students will be able to understand familiar words and simple sentences about occupations and the dates.  
**Writing**  
E3.1.W1. Students will be able to produce a piece of writing about occupations and the dates. | Communicative Supplementary Materials  
http://meb.ai/UVSse5  
Flashcards  
http://meb.ai/KFBmhC  
Interactive Materials  
http://meb.ai/vM3l1f | *Tasks/Activities*  
Drama (Role Play, Simulation, Pantomime)  
Find Someone Who …  
Games  
Information/Opinion Gap  
Information Transfer  
Matching  
Labeling  
Questions and Answers  
Reordering  
Storytelling  
True/False/No information  
Contexts  
Advertisements  
Brochures  
Cartoons  
Conversations  
Illustrations Magazines  
Postcards  
Posters  
Songs  
Stories  
Videos |

*To access the suggested materials, it is necessary to log in to EBA.*
### 3rd group (7th-8th grades)

<table>
<thead>
<tr>
<th>Theme</th>
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<th>Suggested Materials</th>
<th>Suggested Contexts and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Holidays</td>
<td>Talking about past events (Making simple inquiries)</td>
<td>Listening E3.2.L1. Students will be able to spot the activities about holidays in oral texts.</td>
<td>Communicative Supplementary Materials <a href="http://meb.ai/f4R5gE">http://meb.ai/f4R5gE</a></td>
<td><em>To access the suggested materials, it is necessary to log in to EBA.</em></td>
</tr>
<tr>
<td></td>
<td>What did you do in your holiday?</td>
<td>Spoken Interaction E3.2.SI1. Students will be able to talk about their holidays.</td>
<td>Flashcards <a href="http://meb.ai/ti354t">http://meb.ai/ti354t</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>—I played with my friends, and I learned skiing.</td>
<td>Spoken Production E3.2.SP1. Students will be able to describe past activities and personal experiences.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>—My brother and I climbed trees and picked fruit. I enjoyed it.</td>
<td>Reading E3.2.R1. Students will be able to understand short, simple sentences and expressions related to past activities.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>—We walked in the forest yesterday.</td>
<td>Writing E3.2.W1. Students will be able to write short and simple pieces in various forms about holidays.</td>
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<td></td>
<td>What did s/he do in the holiday?</td>
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<td>—s/he studied English.</td>
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<td>—s/he visited her/his grandparents last week.</td>
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<td>forest, -s</td>
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<td>flower, -s</td>
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<td>fruit</td>
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<td>lake, -s</td>
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<td></td>
<td>mountain, -s</td>
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<td>pick</td>
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<td>river, -s</td>
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<td>sailing</td>
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<td>seaside</td>
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<td>sightseeing</td>
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<td>skiing</td>
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<td>snowball</td>
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<td></td>
<td>snowman</td>
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<tr>
<td></td>
<td>tree, -s</td>
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</tr>
<tr>
<td>Theme</td>
<td>Functions &amp; Useful Language</td>
<td>Language Skills and Learning Outcomes</td>
<td>Suggested Materials</td>
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</tbody>
</table>
| 3. Appearance and Personality | **Describing characters/people (Making simple inquiries)**  
— What does your best friend look like?  
— S/he is beautiful/handsome, with curly hair and green eyes.  
— What is s/he like?  
— S/he is slimmer than me and s/he has short and dark hair.  
— My cousin is more outgoing than me; s/he has a lot of friends.  
**Making simple comparisons (Giving explanations/reasons)**  
S/he can play basketball well because s/he is taller than me. | **Listening**  
**E3.3.L1.** Students will be able to understand clear, standard speech on appearances and personalities.  
**Spoken Interaction**  
**E3.3.SI1.** Students will be able to talk about other people’s appearances and personalities.  
**Spoken Production**  
**E3.3.SP1.** Students will be able to report on appearances and personalities of other people. | **Communicative Supplementary Materials**  
http://meb.ai/smFIDW  
**Flashcards**  
http://meb.ai/EBTRnU  
**Songs**  
http://meb.ai/Gmjvrd | **Contexts**  
Blogs  
Diaries/Journal  
Entries  
Illustrations  
Jokes  
Magazines  
Plays  
Podcasts  
Posters  
Questionnaires  
Stories  
Tables  
Videos  
**Tasks/Activities**  
Drama (Role Play, Simulation, Pantomime)  
Find Someone Who …  
Games  
Information/Opinion Gap  
Information Transfer  
Labeling  
Matching  
Questions and Answers  
Reordering  
Storytelling  
True/False/No information |

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### 4th-8th Grades English Language Curriculum Framework for Summer School

#### 3rd group (7th-8th grades)

**Function:** Giving explanations/reasons

#### Language Skills and Learning Outcomes

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Language Skills</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>E3.4.L1. Students will be able to recognize the names of the public buildings.</td>
<td>E3.4.L2. Students will be able to understand explanations with reasons.</td>
</tr>
<tr>
<td><strong>Spoken Interaction</strong></td>
<td>E3.4.SI1. Students will be able to give explanations with reasons.</td>
<td></td>
</tr>
<tr>
<td><strong>Spoken Production</strong></td>
<td>E3.4.SP1. Students will be able to report on explanations with reasons.</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>E3.4.R1. Students will be able to understand simple expressions and recognize familiar words about explanations with reasons.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>E3.4.W1. Students will be able to write pieces about explanations with reasons.</td>
<td></td>
</tr>
</tbody>
</table>

**Themes:**

<table>
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<tr>
<th>Theme</th>
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<th>Useful Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public Buildings</strong></td>
<td>Giving explanations/reasons</td>
<td>You should play in the new park to make friends. She can go to shopping malls to buy anything. You may go to the police station to report the burglary. She usually visits the hospital to see my doctor. They went to the bookshop to buy a sports magazine.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She went to the cinema to watch a documentary about wild life. They went to the bookshop to buy a sports magazine.</td>
</tr>
</tbody>
</table>

**Supplementary Materials**

- Flashcards: [http://meb.ai/UCWWhO](http://meb.ai/UCWWhO)
- Communicative: [http://meb.ai/UCWWhO](http://meb.ai/UCWWhO)

**Suggested Materials**

- [http://meb.ai/U59fVT](http://meb.ai/U59fVT)

**Suggested Contexts**

- Blogs
- Diaries/Journals
- Entries
- E-mails
- Illustrations
- Magazines
- Maps
- News
- Reports
- Notes and Messages
- Posters
- Questionnaires

**Tasks/Activities**

- Drama (Role Play, Simulation, Pantomime, Find Someone Who...)
- Games
- Guessing
- Information/Opinion Gap
- Information Transfer
- Labeling
- Matching
- Questions and Answers
- Storytelling
- True/False/No information

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