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

- **Language Skill and Learning Outcome**

  Students will be able to recognize the names of emotions/feelings.
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>1. Feelings</strong></td>
<td><strong>Expressing feelings</strong></td>
<td><strong>Listening</strong></td>
<td><strong>Communicative Supplementary Materials</strong></td>
<td><strong>Contexts</strong></td>
</tr>
<tr>
<td></td>
<td>I am happy.</td>
<td>E1.1.L1. Students will be able to recognize the names of emotions/feelings.</td>
<td><a href="http://meb.ai/EWiGFH">http://meb.ai/EWiGFH</a></td>
<td><strong>Captions</strong></td>
</tr>
<tr>
<td></td>
<td>I feel good.</td>
<td>E1.1.L2. Students will be able to recognize simple suggestions.</td>
<td></td>
<td><strong>Cartoons</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Making simple suggestions</strong></td>
<td><strong>Speaking</strong></td>
<td></td>
<td><strong>Conversations</strong></td>
</tr>
<tr>
<td></td>
<td>Let's…</td>
<td>E1.1.S1. Students will be able to talk about personal emotions/feelings.</td>
<td></td>
<td><strong>Illustrations</strong></td>
</tr>
<tr>
<td></td>
<td>… cook</td>
<td>E1.1.S2. Students will be able to make simple suggestions.</td>
<td></td>
<td><strong>Podcasts</strong></td>
</tr>
<tr>
<td></td>
<td>… dance</td>
<td></td>
<td></td>
<td><strong>Poems</strong></td>
</tr>
<tr>
<td></td>
<td>… drink</td>
<td></td>
<td></td>
<td><strong>Posters</strong></td>
</tr>
<tr>
<td></td>
<td>… eat</td>
<td></td>
<td></td>
<td><strong>Songs</strong></td>
</tr>
<tr>
<td></td>
<td>… go</td>
<td></td>
<td></td>
<td><strong>Stories</strong></td>
</tr>
<tr>
<td></td>
<td>… play</td>
<td></td>
<td></td>
<td><strong>Videos</strong></td>
</tr>
<tr>
<td></td>
<td>… read</td>
<td></td>
<td>Flashcards</td>
<td><strong>Tasks/Activities</strong></td>
</tr>
<tr>
<td></td>
<td>… run</td>
<td></td>
<td><a href="http://meb.ai/ttBH0z">http://meb.ai/ttBH0z</a></td>
<td><strong>Arts and Crafts</strong></td>
</tr>
<tr>
<td></td>
<td>… swim</td>
<td></td>
<td>Interactive Materials</td>
<td><strong>Charts and Songs</strong></td>
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<tr>
<td></td>
<td>… study</td>
<td></td>
<td><a href="http://meb.ai/KiPFMg">http://meb.ai/KiPFMg</a></td>
<td>Drama (Role Play, Simulation, Pantomime)</td>
</tr>
<tr>
<td></td>
<td>… walk</td>
<td></td>
<td>Posters</td>
<td>Drawing and Coloring</td>
</tr>
<tr>
<td></td>
<td>… watch</td>
<td></td>
<td><a href="http://meb.ai/EH0Z50">http://meb.ai/EH0Z50</a></td>
<td>Labeling</td>
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<tr>
<td></td>
<td>angry</td>
<td></td>
<td><a href="http://meb.ai/EuAAHo">http://meb.ai/EuAAHo</a></td>
<td>Matching</td>
</tr>
<tr>
<td></td>
<td>energetic/tired</td>
<td></td>
<td><a href="http://meb.ai/ttlRF">http://meb.ai/ttlRF</a></td>
<td>Matching</td>
</tr>
<tr>
<td></td>
<td>good/bad</td>
<td></td>
<td></td>
<td>Questions and Answers</td>
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<tr>
<td></td>
<td>happy/unhappy</td>
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<tr>
<td></td>
<td>hungry</td>
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<td></td>
<td>okay</td>
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<td>sad</td>
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<td></td>
<td>surprised</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>thirsty</td>
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</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>
</tr>
</thead>
<tbody>
<tr>
<td>Nature</td>
<td>Expressing likes and dislikes</td>
</tr>
<tr>
<td></td>
<td>Making simple inquiries</td>
</tr>
<tr>
<td></td>
<td>Talking about nature and animals</td>
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</tbody>
</table>

### E1.2.1 Listening

- Students will be able to recognize nature and the names of animals.

### E1.2.2 Speaking

- Students will be able to talk about nature and animals.

### E1.2.3 Speaking

- Students will be able to talk about the animals they like or dislike and the nature.

### Supplementary Materials

- Listening Tracks: [http://meb.ai/s3bs3Y](http://meb.ai/s3bs3Y)
- Flashcards: [http://meb.ai/JOPnnq](http://meb.ai/JOPnnq)
- Interactive Materials: [http://meb.ai/ExkVLw](http://meb.ai/ExkVLw)
- Songs: [http://meb.ai/veoJ3I](http://meb.ai/veoJ3I), [http://meb.ai/GeQiOg](http://meb.ai/GeQiOg)

### Suggested Contexts and Tasks

- Arts and Crafts
- Drama (Role Play, Simulation, Pantomime)
- Games
- Labeling
- Making
- Questions and Answers
- Reordering

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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>
<tbody>
<tr>
<td>3. Cartoon Character</td>
<td><strong>Expressing ability and inability</strong>&lt;br&gt;Can you play the piano?&lt;br&gt;Can s/he jump?&lt;br&gt;—Yes, s/he can./No, s/he can’t.&lt;br&gt;Can you speak English?&lt;br&gt;—Yes, I can.&lt;br&gt;S/he can ride a bike, but I cannot/can’t.&lt;br&gt;S/he can swim.&lt;br&gt;I can read books in English.&lt;br&gt;My hero can/can’t ...&lt;br&gt;Your cartoon character can/can’t ...</td>
<td><strong>Listening</strong>&lt;br&gt;<strong>E1.3.L1.</strong> Students will be able to get the main idea of a simple oral text about the abilities of the self and others.&lt;br&gt;<strong>E1.3.L2.</strong> Students will be able to recognize possessions of others in a clear, short and slow oral text.&lt;br&gt;<strong>Speaking</strong>&lt;br&gt;<strong>E1.3.S1.</strong> Students will be able to talk about their own and others’ possessions.&lt;br&gt;<strong>E1.3.S2.</strong> Students will be able to deliver a simple, brief speech about abilities with an initial preparation.</td>
<td><strong>Communicative Supplementary Materials</strong>&lt;br&gt;<a href="http://meb.ai/J5YbnV">http://meb.ai/J5YbnV</a>&lt;br&gt;<strong>Listening Tracks</strong>&lt;br&gt;<a href="http://meb.ai/A0Q0h4">http://meb.ai/A0Q0h4</a>&lt;br&gt;<a href="http://meb.ai/Xr33w1">http://meb.ai/Xr33w1</a>&lt;br&gt;<a href="http://meb.ai/7NLCip">http://meb.ai/7NLCip</a>&lt;br&gt;<a href="http://meb.ai/0RN0YL">http://meb.ai/0RN0YL</a>&lt;br&gt;<strong>Interactive Materials</strong>&lt;br&gt;<a href="http://meb.ai/GFPUEb">http://meb.ai/GFPUEb</a>&lt;br&gt;<a href="http://meb.ai/fw9Qov">http://meb.ai/fw9Qov</a>&lt;br&gt;<a href="http://meb.ai/Gvlsrc">http://meb.ai/Gvlsrc</a>&lt;br&gt;<a href="http://meb.ai/URJvdz">http://meb.ai/URJvdz</a>&lt;br&gt;<a href="http://meb.ai/srggLc">http://meb.ai/srggLc</a>&lt;br&gt;<strong>Songs</strong>&lt;br&gt;<a href="http://meb.ai/KEmWLy">http://meb.ai/KEmWLy</a></td>
<td><strong>Contexts</strong>&lt;br&gt;Captions&lt;br&gt;Cartoons&lt;br&gt;Charts&lt;br&gt;Conversations&lt;br&gt;Illustrations&lt;br&gt;Notices&lt;br&gt;Posters&lt;br&gt;Probes/Realia&lt;br&gt;Rhymes&lt;br&gt;Songs&lt;br&gt;Stories&lt;br&gt;Tables&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;Matching&lt;br&gt;Making&lt;br&gt;Puppets&lt;br&gt;Questions and Answers&lt;br&gt;Storytelling</td>
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### 1st group (4th grade)

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

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<th>Language Skills and Learning Outcomes</th>
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<tr>
<td>Talking about daily routines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E1.4.L1. Students will be able to understand the general and specific information in a short oral text about daily routines.</td>
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<td></td>
</tr>
<tr>
<td>E1.4.L2. Students will be able to recognize the time in a short oral text.</td>
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<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E1.4.S1. Students will be able to talk about their daily routines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E1.4.S2. Students will be able to talk about the time.</td>
<td></td>
<td></td>
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<tr>
<td>Listening</td>
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<td></td>
</tr>
<tr>
<td>E1.4.L1. Students will be able to understand the general and specific information in a short, oral text about daily routines.</td>
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</tr>
<tr>
<td>E1.4.L2. Students will be able to recognize the time in a short oral text.</td>
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</table>

### 4th Day

<table>
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</thead>
<tbody>
<tr>
<td>Talking about daily routines</td>
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<tr>
<td>E1.4.L1. Students will be able to understand the general and specific information in a short oral text about daily routines.</td>
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<tr>
<td>E1.4.L2. Students will be able to recognize the time in a short oral text.</td>
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<tr>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E1.4.S1. Students will be able to talk about their daily routines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E1.4.S2. Students will be able to talk about the time.</td>
<td></td>
<td></td>
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<tr>
<td>Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E1.4.L1. Students will be able to understand the general and specific information in a short, oral text about daily routines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E1.4.L2. Students will be able to recognize the time in a short oral text.</td>
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</tbody>
</table>

<p>| To access the suggested materials, it is necessary to log in to EBA. |</p>
<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. Food and Drinks | **Making offers**  
Do you want a sandwich?  
Want a sandwich?  
Would you like a sandwich?  
— No, thanks. I’m full.  
— Yes, please.  
What/How about an apple?  
— Not now, thanks.  
— No, thanks, maybe later.  
**Expressing basic needs and feelings (Making simple inquiries)**  
I want some milk, please.  
Are you hungry?  
— Yes, I am, and I want some ..., please.  
— No, I’m not hungry.  
— Yes, I feel hungry.  
Is s/he thirsty?  
— Yes, s/he is. / No, s/he isn’t.  | **Listening**  
**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.  | **Communicative Supplementary Materials**  
http://meb.ai/vY6m3o  
**Listening Tracks**  
http://meb.ai/XhCSAR  
http://meb.ai/nRGmQg  
http://meb.ai/ZCQoky  
http://meb.ai/UKl5MXI  | **Contexts**  
Advertisements  
Captions  
Cartoons  
Conversations  
Coupons  
Illustrations  
Lists  
Menus  
Posters  
Probes/Realia  
Rhymes  
Signs  
Songs  
Stories  
Tables  
Videos  |
|  | **Speaking**  
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.  | **Flashcards**  
http://meb.ai/tCYUOm  
http://meb.a/eKNUfP  
http://meb.ai/EmN3cL  | **Tasks/Activities**  
Arts and Crafts  
Chants and Songs  
Drama (Role Play, Simulation, Pantomime)  
Drawing and Coloring  
Games  
Labeling  
Matching  
Questions and Answers  
Storytelling  |
## 2nd group (5th-6th grades)

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<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>
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</thead>
<tbody>
<tr>
<td>2. My Town</td>
<td>Asking for and giving directions (Making simple inquiries)</td>
<td><strong>Listening</strong>&lt;br&gt;<strong>E2.2.L1.</strong> Students will be able to understand simple directions to get from one place to another.&lt;br&gt;<strong>E2.2.L2.</strong> Students will be able to recognize the use of rising intonation to ask for clarification.</td>
<td><strong>Communicative Supplementary Materials</strong>&lt;br&gt;<a href="http://meb.ai/KLwiPv">http://meb.ai/KLwiPv</a>&lt;br&gt;<strong>Listening Tracks</strong>&lt;br&gt;<a href="http://meb.ai/UZLPuHe">http://meb.ai/UZLPuHe</a>&lt;br&gt;<a href="http://meb.ai/y85PKk">http://meb.ai/y85PKk</a></td>
<td><strong>Contexts</strong>&lt;br&gt;Advertisements&lt;br&gt;Captions&lt;br&gt;Cartoons&lt;br&gt;Conversations&lt;br&gt;Instructions&lt;br&gt;Maps&lt;br&gt;Notes and Messages&lt;br&gt;Podcasts&lt;br&gt;Postcards&lt;br&gt;Posters&lt;br&gt;Signs&lt;br&gt;Tables&lt;br&gt;Videos</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Speaking</strong>&lt;br&gt;<strong>E2.2.S1.</strong> Students will be able to talk about the locations of things and people in simple conversations.&lt;br&gt;<strong>E2.2.S2.</strong> Students will be able to give directions in a simple way.</td>
<td><strong>Workbook</strong>&lt;br&gt;<a href="http://meb.ai/sAhIrz">http://meb.ai/sAhIrz</a>&lt;br&gt;<strong>Interactive Materials</strong>&lt;br&gt;<a href="http://meb.ai/EXodXS">http://meb.ai/EXodXS</a>&lt;br&gt;<a href="http://meb.ai/ssfPOQ">http://meb.ai/ssfPOQ</a></td>
<td><strong>Tasks/Activities</strong>&lt;br&gt;Arts and Crafts&lt;br&gt;Drawing and Coloring&lt;br&gt;Drum&lt;br&gt;(Role Play, Simulation, Pantomime)&lt;br&gt;Games&lt;br&gt;Labeling&lt;br&gt;Making puppets&lt;br&gt;Matching&lt;br&gt;Questions and Answers</td>
</tr>
<tr>
<td></td>
<td>Talking about locations of things and people</td>
<td><strong>Reading</strong>&lt;br&gt;<strong>E2.2.R1.</strong> Students will be able to understand information about important places.</td>
<td></td>
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<td>Where are you?&lt;br&gt;—I am at the library.&lt;br&gt;—Library?&lt;br&gt;—Yes, the library.&lt;br&gt;around/next to/opposite ... ...the barber shop&lt;br&gt;...the bank&lt;br&gt;...the library&lt;br&gt;...the mosque&lt;br&gt;...the butcher&lt;br&gt;...the grocery&lt;br&gt;...the pharmacy&lt;br&gt;...the bookshop&lt;br&gt;...the toyshop&lt;br&gt;...the bakery&lt;br&gt;...the pool&lt;br&gt;...the cinema/theater/museum between ... ...the shop and the bus stop</td>
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### 2nd group (5th-6th grades)

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<tr>
<td><strong>3. My Daily Routine</strong></td>
<td><strong>Describing what people do regularly (Making simple inquiries)</strong>&lt;br&gt;What time does your little brother/sister go to bed?&lt;br&gt;—S/he goes to bed at half past ten.&lt;br&gt;What time do you arrive at school?&lt;br&gt;—We arrive at school at quarter past eight.&lt;br&gt;When do you brush your teeth?&lt;br&gt;—I brush my teeth in the morning and at night.&lt;br&gt;—When do you watch TV?&lt;br&gt;—I watch TV every evening.</td>
<td><strong>Listening</strong>&lt;br&gt;&lt;strong&gt;E2.3.L1.&lt;/strong&gt; Students will be able to understand specific information in short, oral texts about daily routines.&lt;br&gt;&lt;strong&gt;E2.3.L2.&lt;/strong&gt; Students will be able to understand the time.</td>
<td><strong>Communicative Supplementary Materials</strong>&lt;br&gt;<a href="http://meb.ai/U651WT">http://meb.ai/U651WT</a>&lt;br&gt;&lt;strong&gt;Listening Tracks**&lt;br&gt;<a href="http://meb.ai/UF1ey7P">http://meb.ai/UF1ey7P</a>&lt;br&gt;<a href="http://meb.ai/UH9Kjez">http://meb.ai/UH9Kjez</a>&lt;br&gt;<a href="http://meb.ai/BtQjUs">http://meb.ai/BtQjUs</a></td>
<td><strong>Contexts</strong>&lt;br&gt;Advertisements&lt;br&gt;Captions&lt;br&gt;Cartoons&lt;br&gt;Charts&lt;br&gt;Conversations&lt;br&gt;Illustrations&lt;br&gt;Notes and Messages&lt;br&gt;Poems&lt;br&gt;Posters&lt;br&gt;Rhymes&lt;br&gt;Songs&lt;br&gt;Stories&lt;br&gt;Tables&lt;br&gt;Videos</td>
</tr>
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<td><strong>Telling the time</strong>&lt;br&gt;What time is it?&lt;br&gt;—It’s half past nine.&lt;br&gt;—It’s quarter to eleven.</td>
<td><strong>Speaking</strong>&lt;br&gt;&lt;strong&gt;E2.3.S1.&lt;/strong&gt; Students will be able to talk about daily routines.&lt;br&gt;&lt;strong&gt;E2.3.S2.&lt;/strong&gt; Students will be able to use simple utterances to talk about daily routines of friends and family members.&lt;br&gt;&lt;strong&gt;E2.3.S3.&lt;/strong&gt; Students will be able to tell the time and numbers from 1 to 100.</td>
<td><strong>Workbook</strong>&lt;br&gt;<a href="http://meb.ai/sESBE5">http://meb.ai/sESBE5</a>_</td>
<td><strong>Tasks/Activities</strong>&lt;br&gt;Competitions&lt;br&gt;Drama (Role Play, Simulation, Pantomime)&lt;br&gt;Games&lt;br&gt;Information transfer&lt;br&gt;Labeling&lt;br&gt;Making puppets&lt;br&gt;Matching&lt;br&gt;Reordering&lt;br&gt;Storytelling&lt;br&gt;True/False/No information</td>
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<tr>
<td><strong>Naming numbers</strong>&lt;br&gt;Numbers from 1 to 100</td>
<td><strong>Reading</strong>&lt;br&gt;&lt;strong&gt;E2.3.R1.&lt;/strong&gt; Students will be able to understand short and simple written texts about daily routines.</td>
<td><strong>Flashcards</strong>&lt;br&gt;<a href="http://meb.ai/fNhokS">http://meb.ai/fNhokS</a>&lt;br&gt;<a href="http://meb.ai/ULhi0O">http://meb.ai/ULhi0O</a></td>
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<tr>
<td>arrive&lt;br&gt;brush, -es&lt;br&gt;call&lt;br&gt;comb, -s&lt;br&gt;get out of bed&lt;br&gt;get up&lt;br&gt;go online&lt;br&gt;get on/off the bus&lt;br&gt;leave&lt;br&gt;talk&lt;br&gt;toothbrush, -es&lt;br&gt;toothpaste&lt;br&gt;sleep</td>
<td></td>
<td><strong>Songs</strong>&lt;br&gt;<a href="http://meb.ai/GGe3bh">http://meb.ai/GGe3bh</a></td>
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4th-8th Grades English Language Curriculum Framework for Summer School

2nd group (5th-6th grades)

Theme: The Animal Shelter

Language Skills and Learning Outcomes

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

<table>
<thead>
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<th>Theme</th>
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</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. | **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. |  
**Communicative Supplementary Materials**  
http://meb.ai/UVSse5  
**Listening Tracks**  
http://meb.ai/UTAssJ4  
http://meb.ai/MDWI53 | **Contexts**  
Advertisements  
Brochures  
Cartoons  
Conversations  
Illustrations Magazines  
Postcards  
Posters Songs  
Stories Videos |
|  | **Asking personal questions**  
Was s/he in İstanbul last week?  
Were you at school yesterday?  
When were you born?  
Where was s/he born? | **Spoken Interaction**  
**E3.1.SI1.** Students will be able to talk about occupations. |  
**Flashcards**  
http://meb.ai/KFBmhC | **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 |
|  | **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. | **Spoken Production**  
**E3.1.SP1.** Students will be able to ask personal questions.  
**E3.1.SP2.** Students will be able to state the dates. |  
**Interactive Materials**  
http://meb.ai/vM3l1f |  |
|  |  | **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. |  |  |

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

### Language Skills and Learning Outcomes

<table>
<thead>
<tr>
<th>Language Skills</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td><strong>E3.2.L1.</strong></td>
<td>Listening Students will be able to spot the activities about holidays in oral texts.</td>
</tr>
<tr>
<td><strong>E3.2.SI1.</strong></td>
<td>Spoken Interaction Students will be able to talk about their holidays.</td>
</tr>
<tr>
<td><strong>E3.2.SP1.</strong></td>
<td>Spoken Production Students will be able to describe past activities and personal experiences.</td>
</tr>
<tr>
<td><strong>E3.2.R1.</strong></td>
<td>Reading Students will be able to understand short, simple sentences and expressions related to past activities.</td>
</tr>
<tr>
<td><strong>E3.2.W1.</strong></td>
<td>Writing Students will be able to write short and simple pieces in various forms about holidays.</td>
</tr>
</tbody>
</table>

### Functions & Useful Language

**Talking about past events (Making simple inquiries)**

- What did you do in your holiday?
- What did she/he do in the holiday?
- What did we do in the holiday?
- What did you do last weekend?
- What did she/he do last weekend?
- What did we do last weekend?

**Useful Language**

- forest, -s
- flower, -s
- fruit
- lake, -s
- mountain, -s
- pick
- river, -s
- sailing
- seaside
- sightseeing
- skiing
- snowball
- snowman
- tree, -s

### Tasks/Activities

- Drama (Role Play, Simulation, Panorama)
- Games
- Information/Opinion Gap
- Information Transfer
- Making Puppets
- Matching
- Labeling
- Questions and Answers
- Storytelling
- True/False/No information

### Communicative Supplementary Materials

- Listening Tracks: [http://meb.ai/y7yi0l](http://meb.ai/y7yi0l)
- Flashcards: [http://meb.ai/ti354t](http://meb.ai/ti354t)
- Advertisements
- Brochures
- Cartoons
- Conversations
- Illustrations
- Maps
- Magazines
- Posters
- Songs
- Stories
- Videos

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

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</thead>
</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. | **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  
**Listening Tracks**  
http://meb.ai/UWw709r  
http://meb.ai/UhlXYce  
http://meb.ai/y1fdQ8  
http://meb.ai/U3Xfetg  
**Flashcards**  
http://meb.ai/EBTRnU  
**Songs**  
http://meb.ai/Gmvjrd | **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 |
|  | Making simple comparisons (Giving explanations/reasons)  
S/he can play basketball well because s/he is taller than me. beautiful cute easy-going generous handsome honest headscarf outgoing plump punctual selfish slim smart stubborn | **Reading**  
**E3.3.R1.** Students will be able to understand a simple text about appearances, personalities, and comparisons including explanations and reasons. |  |  |
|  |  | **Writing**  
**E3.3.W1.** Students will be able to write simple pieces to compare people. |  |  |

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

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<td><strong>4. Public Buildings</strong></td>
<td><strong>Listening</strong></td>
<td><strong>Communicative</strong></td>
<td><strong>Contexts</strong></td>
</tr>
<tr>
<td></td>
<td><strong>E3.4.L1.</strong> Students will be able to recognize the names of the public buildings.**</td>
<td><strong>Supplementary Materials</strong></td>
<td>Blogs</td>
</tr>
<tr>
<td></td>
<td><strong>E3.4.L2.</strong> Students will be able to understand explanations with reasons.**</td>
<td><a href="http://meb.ai/U59fVT">http://meb.ai/U59fVT</a></td>
<td>Diaries/Journal</td>
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<td></td>
<td><strong>Spoken Interaction</strong></td>
<td><strong>Listening Tracks</strong></td>
<td>Entries</td>
</tr>
<tr>
<td></td>
<td><strong>E3.4.SI1.</strong> Students will be able to give explanations with reasons.**</td>
<td><a href="http://meb.ai/UKwujIW">http://meb.ai/UKwujIW</a> <a href="http://meb.ai/9aSXAt">http://meb.ai/9aSXAt</a></td>
<td>E-mails</td>
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<tr>
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<td><strong>Spoken Production</strong></td>
<td><strong>Flashcards</strong></td>
<td>Illustrations</td>
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<td><strong>E3.4.SP1.</strong> Students will be able to report on explanations with reasons.**</td>
<td><a href="http://meb.ai/UCwWnO">http://meb.ai/UCwWnO</a></td>
<td>Lists</td>
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<td></td>
<td><strong>Reading</strong></td>
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<td>Magazines</td>
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<td><strong>E3.4.R1.</strong> Students will be able to understand simple expressions and recognize familiar words about explanations with reasons.**</td>
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<td>Maps</td>
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<td><strong>Writing</strong></td>
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<td>News</td>
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<td><strong>E3.4.W1.</strong> Students will be able to write pieces about explanations with reasons.**</td>
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<td>Reports</td>
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